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ABSTRACT

This followup study dealt with the third graduating class (April 22, 1969) of the Jackson County (Iowa) Adult Evening High School Completion Program. Background data were gathered on age, sex, employment status, family and marital status, occupation when enrolled, and present occupation and employment. There were 58 tuition and 42 nontuition students. Outcomes were analyzed for job changes or promotions (35 positive changes); increased income (for 18 of the above 35); other tangible and intangible benefits (perceived by 56); persons (26) planning to continue their education or training; those desiring additional high school subjects (37); desired subjects and training; and city and school to be attended. All graduates but two would recommend the program to others. Evaluations of the quality of teaching and the amount of work required for graduation were largely favorable, and suggestions for improvement were few. Most graduates indicated that all their subjects were helpful. (Included are a questionnaire, covering letters, and 30 tables.) (LY)

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A FOLLOW-UP STUDY OF THE ONE HUNDRED GRADUATES - CLASS OF 1969 OF THE JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM

BY

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PROJECT ADMINISTRATOR

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PREFACE

The Jackson County Adult Evening High School Completion Program is completing its fourth year of operation.

Upon completion of the requirements for graduation, adult students are awarded regular high school diplomas by their resident school district if they live in Jackson County, or by the school attended in Jackson County if they are not residents of a school district in Jackson County.

The first graduating class numbered forty-one adults who graduated May 15, 1967. A follow-up study of this class was made approximately one year after graduation.

The second graduating class numbered one hundred eleven adults who graduated April 23, 1968. A follow-up study of this class was made approximately ten to eleven months after graduation.

The third graduating class numbered one hundred adults who graduated April 22, 1969. This is the class with which this follow-up study concerns itself.

A fourth graduating class of fifty-eight adults will be graduating on April 21, 1970 and will become the subject of a follow-up study about a year from now.

This adult high school program has been a cooperative effort of the Jackson County Board of Education, local school districts of Jackson County and the Community Action Organization. It no longer includes the Community Action Organization since they no longer contribute financially to the program.

Funding was originally and primarily from federal O.E.O. funds. Each subsequent year the amount of federal support has diminished, while county support has increased. At the present time, all financial support is obtained from county funds and token student tuition fees. Local districts continue to supply in-kind contributions of classrooms, heat, lights, custodial services, etc.

With the graduation of the fourth class of adults this coming April 21, 1970, over three hundred adults (310) will have completed their high school education by the way of this program. While this figure represents only a small percentage of the potential adult high school students in this county, it is reaching the size where some noticeable impact of this program ought to become apparent in the communities of the county.

It is also of interest to note that while three hundred and ten adults have completed their high school education during these past four years via this program, the number of students in regular high schools in Jackson County who have dropped out of school during this same four year period numbers approximately one hundred and thirty. Very few of these recent dropouts,(3-6), have enrolled in this completion program. It indicates that we still have far too many dropping out of regular school.

It would appear to me that a statewide study of the dropout problem is long overdue, and that such a study should not only reveal numbers, but should ascertain real reasons for dropping out and make recommendations for resolving this problem.

ACKNOWLEDGEMENTS

Acknowledgements are due to many persons. The first to be commended are the adult students who exhibit the desire, courage, and stick-to-it-tive-ness necessary to enroll and complete the program.

Secondly, the teachers in this program are to be commended. They have the empathy and understanding needed to successfully help adults achieve their goal, and do much to encourage adults to complete the program.

Also to be complimented are the guidance-counselor, area worker, office staff, and all other individuals who have helped encourage adults to enroll in this program.

Adult graduates from this program have earned special recognition not only for graduating, but for responding to questionnaires and participating in studies of this type.

Last, but by no means least, the local boards of education, schoolmen of Jackson County, the County Board of Education, and the taxpayers are acknowledged as people who have made this program possible, and continue to make it possible. Their collective wisdom in deciding to invest in this educational program will be justified, and the investment will be returned to them many times over in a multitude of ways.

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CHAPTER I

BACKGROUND INFORMATION

The Problem:

Adult education programs of this type are relatively new, at least in this state. Because we lack experience with and information about programs of this type, we feel the need to gather information about this type of program so that questions can be more intelligently answered and future decisions concerning the program can be made more intelligently.

The Purpose:

Each graduating class has been the object of a follow-up study approximately one year after graduation. These studies are intended to supplement other evaluations such as teacher evaluations, student evaluations, pre-post test results, etc.

The results of these studies and evaluations should justify the investment in this type of program, or fail to do so, in which case the program should be terminated.

Related Studies:

Forty-one adults graduated from this program in 1967 and were followed-up approximately one year after graduating. The results of this follow-up were published in Vocational Education Amendments of 1968, Part 2, which were the results of hearings before the General Subcommittee on Education of the Committee on Education and Labor in the House of Representatives of the 90th Congress, second session on H. R. 16460.

One hundred eleven adults graduated from this program in 1968 and were followed-up about 10-11 months after graduation. The results of this study were sent to the E.R.I.C. Clearinghouse on Adult Education at Syracuse University, Syracuse, New York. A brief resume of this study was published in the October, 1969 issue of Research in Education, Volume 4, Number 9, and the complete study is available from E.R.I.C. either on microfiche or photocopy.

It is hoped that the results of this study will be similarly published.

Aside from the previous studies made in this program, there are no identical follow-up studies available, to the knowledge of this writer.

This study will supplement eight earlier teacher and student evaluations, pre-post test results, and two earlier follow-up studies of other graduating classes.

Assumptions:

It is assumed that the questions asked by the questionnaire will be correctly understood and answered by the respondents.

It is further assumed that the respondents will answer the questions honestly.

Questionnaire:

The questionnaire used this year is identical to the one used a year ago. The one used a year ago had been changed slightly in detail and in explaining some of the terms used in the questionnaire, from the first questionnaire used. A copy of the three-page questionnaire will be found in the list of exhibits, Exhibit A.

The findings will be tabulated somewhat differently this year by classifying responses under the classifications of Housewife, Part-time Worker, Full-time Worker, Unemployed Worker, or Disabled Worker, and separating responses of men and women within these classifications.

While it is possible for a person to be classified in more than one area (a housewife, for example, might also be a part or full-time worker), for our purposes we have only classified a person in one area, In other words, if a housewife is working full-time, she is classified as a full-time worker only and not as a housewife.

It is hoped that by tabulating the information in this way some comparisons might be made which could not be made before, enhancing the interpretation of the results.

Hypothesis:

It is our belief that if this adult program is achieving what it purports to be achieving, there should be some apparent and readily recognizable and measureable changes for the better in the lives of our graduates.

Some of the immediate, readily recognizable and measurable benefits may well be promotions on the job, job advancements to new positions, or continuation of their education beyond high school.

Other benefits, not so readily measurable, may well be better citizenship, feelings of accomplishment, more pride, self-satisfaction, improved outlook on life, better mental health, etc.

Long-range benefits should become apparent in future 5 or 10-year follow-up studies. Housewives, for expamle, not currently interested in jobs, may seek employment when their children are in school. Others may decide to return to school for advanced training at a later date, or seek employment to help send their children through college.

This study, of course, will measure only the benefits that may have accrued between the time of enrolling in this program and ten-eleven months after graduating from this program.

Results of this Study:

It is hoped that the results of this study will further substantiate the desirability of programs of this type,and encourage more adults to enroll in programs of this kind.

It is also hoped that the results of this study will further justify the investment made in these types of programs, encouraging the establishment of new ones, and the expansion and continuance of existing programs.

It is further hoped that these results will encourage federal, state and local officials to help provide the funds necessary for the establishment and expansion of programs of this type.

Any adult who does not have a high school education is a potentially unemployable person, even though he or she may be gainfully employed at the present time. For this reason we feel that programs of this type can be a preventive as well as a remedial program for adults who have not completed their high school education. A housewife may not be in the labor market today, but tomorrow she may be the breadwinner for the family.

Worthwhile mentioning also, is the fact that as adults receive promotions or job advancements, new job opportunities are present for unemployed or under-employed adults replacing those promoted or advanced.

Finally, we would hope that in some indirect way, the results of these studies would give school districts pause to reflect upon the dropout problem and their policies affecting this problem.

Definition of Terms:

For the purpose of this study, the following terms are defined:

Housewife: A married woman not working for wages.

Part-time worker: One who regularly works part-time for wages.

Full-time worker: One who regularly works full-time for wages.

Unemployed worker: One who is temporarily out of work.

Disabled worker: One who cannot work because of physical handicaps.

Required Subjects: Subjects in which one unit of credit is required of all students in this adult program. Specifically these subjects are: English 10 & 11, Math, Science, American History, and Government.

Elective Subjects: Any subject other than the required subjects.

Tuition Student: Any adult student who pays a tuition charge of any amount.

Non-tuition Student: Any adult student who does not pay tuition because of economic need or physical handicap.

Nearly all of these terms are also defined on the questionnaire where it was felt a misunderstanding might occur.

Method of Attack:

On February 19, 1970 - one hundred (100) letters, questionnaires, and return self-addressed stamped envelopes were mailed to the Jackson County Adult Evening High School Graduates - class of 1969. Two weeks were allowed to lapse before a second letter, questionnaire and return envelope were mailed to non-respondents to the first letter. Two more weeks were allowed to pass before a third letter, questionnaire and return envelope were mailed to the remaining non-respondents. An additional two weeks were allowed to pass before contacting the remaining non-respondents that could be reached by telephone. One additional week passed before the final tabulation and writing of the results.

Fifty seven (57) of the adults of the class of 1969 respondents to the first mailing. This represented a fifty-seven percent return on the first request. On March 5, 1970 forty-three letters, questionnaires, and return self-addressed stamped envelopes were mailed to the non-respondents to the first request. Thirty-one (31) adult graduates responded to the second letter and returned the questionnaires. On March 19, the twelve non-respondents were again sent a letter, questionnaire, and return self-addressed stamped envelope. By April 2, eight more of the graduates had returned their questionnaires. The remaining four non-respondents were telephoned requesting their participation. Seven more days were allowed to pass, during which time, four more questionnaires were returned.

The total number of questionnaires returned numbered one hundred for a total return of 100%.

CHAPTER II

FINDINGS

GENERAL INFORMATION:

The general information section of the questionnaire collected several different types of information about each graduate.

Tables I through V will present this information:

Age and Sex:

The present average ages, by occupational groups, of the Adult Class of 1969 are as follows:

NUMBER	CLASSIFICATION	AVERAGE AGE	RANGE
31	Housewives	38.7 years	21 - 55
--	Part-time Workers-Men	-	-
13	Part-time workers-Women	41.2 years	31 - 55
34	Full-time workers-Men	37.4 years	19 - 52
18	Full-time workers-Women	44.4 years	23 - 58
--	Unemployed - Men	-	-
2	Unemployed - Women	37.5 years	21 - 54
1	Disabled - Men	38.0 years	-
1	Disabled - Women	45.0 years	-
100			

Table I lists the detailed breakdown by both age and sex as well as present occupational classification.

TABLE I

PRESENT AGE AND SEX

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

Classification	Age	Male	Female
Housewives	21		1
	22		1
	23		1
	26		1
	27		1
	29		2
	31		1
	34		4
	35		1
	39		5
	41		1
	42		1
	43		1
	46		1
	47		1
	49		3
	50		2
	52		1
	53		1
	55		1
	TOTAL HOUSEWIVES		31
Part-time Workers			
Men	none		
Women	31		1
	35		1
	36		3
	38		1
	39		1
	43		1
	44		2
	48		1
	50		1
	55		1
	TOTAL PART-TIME WOMEN		13

Table I continued:

Classification	Age	Male	Female
Full-Time Workers			
Men	19	1	
	20	2	
	21	1	
	22	1	
	30	1	
	31	2	
	32	1	
	33	1	
	34	1	
	37	2	
	38	3	
	39	1	
	40	1	
	41	1	
	42	3	
	43	5	
	44	1	
	45	2	
	47	2	
	48	1	
	52	1	
TOTAL FULL-TIME MEN		34	
Women	23		1
	30		1
	36		1
	37		2
	44		3
	46		3
	47		1
	48		1
	51		2
	52		1
	56		1
	58		1
TOTAL FULL-TIME WOMEN			18
Unemployed			
Men	none		
Women	21		1
	54		1
TOTAL UNEMPLOYED WOMEN			2

Table I continued:

Classification	Age	Male	Female
Disabled			
Men	38	1	
TOTAL DISABLED MEN		1	
Women	45		1
TOTAL DISABLED WOMEN			1
GRAND TOTAL MEN		35	
GRAND TOTAL WOMEN			65
TOTAL ADULT CLASS OF 1969 - 100			

Present Addresses:

In addition to updating our records of mailing addresses of our graduates, this information also tells us:

1. The movements of our graduates, if any.
2. Whether or not our graduates remain within their communities.

Table II will reveal that, for the most part, these graduates have remained in the general area. Any benefits received by these gradutaes will benefit the communities that support this program through local taxation.

Should any of these graduates relocate in other areas, their new communities will benefit in many ways also, socially, economically, etc.

In addition to the many social benefits, those who remain in the county will repay the cost of their adult education many times over by paying more taxes on increased earnings and property over the years to come.

TABLE II

PRESENT ADDRESSES-ADULT CLASS OF 1969

BY PRESENT OCCUPATION

MAILING ADDRESS	NUMBER AT THIS ADDRESS
Housewives:	
Baldwin	2
Bellevue	7
Clinton	3
Green Island	1
La Motte	1
Maquoketa	10
Miles	1
Monmouth	1
Sabula	4
Zwingle	1
TOTAL HOUSEWIVES	31
Part-time Workers:	
Men	none
Women	
Bellevue	1
Delmar	3
De Witt	2
Maquoketa	7
TOTAL PART-TIME WOMEN	13
Full-time Workers:	
Men:	
Andrew	1
BEllevue	7
Clinton	1
De Witt	1
La Motte	1
Lost Nation	1
Marion	1
Maquoketa	15
Miles	1
Preston	1
Sabula	3
Wheatland	1
TOTAL FULL-TIME MEN	34

Table II continued:

MAILING ADDRESS	NUMBER AT THIS ADDRESS
Women	
Andrew	1
Baldwin	1
Maquoketa	10
Peosta	1
Preston	2
Sabula	1
Toronto	1
Wheatland	1
TOTAL FULL-TIME WOMEN	18
UNEMPLOYED:	
Men	none
Women	
Clinton	1
Maquoketa	1
TOTAL UNEMPLOYED WOMEN	2
DISABLED:	
Men	
Maquoketa	1
TOTAL DISABLED MEN	1
Women	
Clinton	1
TOTAL DISABLED WOMEN	1

TOTAL ADULT CLASS OF 1969 - 100

Heads of Household:

Forty-three percent of the Adult Class of 1969 are heads of household. Table III provides the breakdown by sex. Nearly all of the others are housewives with families. This simply indicates that nearly all of these adults had family responsibilities of one kind or another while attending adult evening high school.

It is hoped that this knowledge might encourage others with family responsibilities to finish their high school education, if they have not done so. If these adults can do it, others can do it also.

TABLE III

PRESENTLY HEADS OF HOUSEHOLD

ADULT CLASS OF 1969

Heads of Household	
Men	35
Women	8
TOTAL HEADS OF HOUSEHOLD	43
Not Heads of Household	
Men	-
Women	57
TOTAL NOT HEADS OF HOUSEHOLD	57
TOTAL ADULT CLASS 1969 -	100

Marital Status

Except for five single persons (two men and three women), all of the Adult Class of 1969 are or have been married. Three have been widowed, and three divorced. The remaining eighty-nine are presently married.

The fact that most of our students are married does make us aware that there are family problems which affect the abilities of some adults to attend evening classes. Among these problems are hidden costs of transportation, baby-sitting costs, as well as other family considerations such as illness of family members, etc.

TABLE IV

PRESENT MARITAL STATUS

ADULT CLASS OF 1969

STATUS	NUMBER
Single	
Men	2
Women	3
Married	
Men	33
Women	56
Widowed	
Men	-
Women	3
Divorced	
Men	-
Women	3
Separated	
Men	-
Women	-
TOTAL ADULT CLASS - 1969	100

Children in Families

The magnitude of some of the family responsibilities of the Adult Class of 1969 can be seen by the number of children in their respective families.

Table V illustrates this by detailing family size of children eighteen years of age and under, nineteen years of age and above, and total family size. Only seven menbers reported no children at all, five of whom are single persons.

It may also be noted that some of the families are quite large, with thirteen children in the family being the largest.

It is hoped that these facts will encourage others with families to complete their high school education. If these people can do it, others can do it, too.

TABLE V

NUMBER OF CHILDREN

ADULT CLASS OF 1969

Children 18 Years of Age or Below:

	NUMBER OF CHILDREN	RESPONDENTS WITH THAT NUMBER OF CHILDREN
Housewives	0	3
	1	6
	2	9
	3	5
	4	3
	5	1
	6	2
	7	-
	8	1
	9	1
	TOTAL	31

Table V continued:

		NUMBER OF CHILDREN		RESPONDENTS WITH THAT NUMBER OF CHILDREN
Part-time Workers				
	Men	none		
	Women	0		3
		1		1
		2		3
		3		3
		4		3
			TOTAL	13
Full-time Workers				
	Men	0		3
		1		4
		2		8
		3		8
		4		5
		5		2
		7		2
		8		1
		10		1
			TOTAL	34
	Women	0		8
		1		1
		2		3
		3		2
		4		3
		10		1
			TOTAL	18
Unemployed				
	Men	none		
	Women	0		2
			TOTAL	2

Table V continued:

	NUMBER OF CHILDREN		RESPONDENTS WITH THAT NUMBER OF CHILDREN
Disabled			
Men	6		1
		TOTAL	1
Women	5		1
		TOTAL	1

TOTAL ADULT CLASS - 1969 - 100

Children 19 years of Age or Over:

Housewives	0		18
	1		3
	2		2
	3		2
	4		2
	5		2
	6		2
		TOTAL	31
Part-time Workers			
Men	none		
Women	0		7
	1		2
	2		2
	3		2
		TOTAL	13
Full-time Workers			
Men	0		23
	1		3
	2		3
	3		3
	4		2
		TOTAL	34
Women	0		7
	1		2
	2		6
	3		2
	4		1
		TOTAL	18

Table V continued:

	NUMBER OF CHILDREN		RESPONDENTS WITH THAT NUMBER OF CHILDREN
Unemployed			
Men	none		
Women	0		1
	2		1
		TOTAL	2
Disabled			
Men	0		1
	2		1
		TOTAL	2
		TOTAL ADULT CLASS OF 1969 - 100	
Total Children in Family:			
Housewives	1		3
	2		7
	3		4
	4		5
	5		3
	6		4
	7		1
	8		3
	9		1
		TOTAL	31
Part-time Workers			
Men	none		
Women	0		1
	2		1
	3		5
	4		5
	13		1
		TOTAL	13

Table V continued:

		NUMBER OF CHILDREN		RESPONDENTS WITH THAT NUMBER OF CHILDREN
Full-Time Workers				
	Men	0		2
		1		3
		2		5
		3		8
		4		6
		5		4
		6		1
		7		2
		11		2
		13		1
			TOTAL	34
	Women	0		3
		1		2
		2		3
		3		3
		4		6
		6		1
			TOTAL	18
Unemployed				
	Men	none		
	Women	0		1
		2		1
			TOTAL	2
Disabled				
	Men	6		1
	Women	7		1
			TOTAL	2

GRAND TOTAL ADULT CLASS OF 1969 - 100

It should be mentioned that there are four (4) husband - wife combinations reported in Table V so there is duplication in the following:

Number Responding	Children 18 or below	Children 18 or over	Total Children
1	4	0	4
1	2	2	4
1	10	3	13
1	5	0	5

In other words, both the husband and wife reported the children, so to correct the figures you need to subtract the above duplication.

Occupation When Enrolled

Table VI will reveal the occupational classifications of the Adult Class of 1969 at the time they enrolled in the adult program.

The details of this information appear in Table VII which lists their employer, type of work, etc. A comparison of this data with that of Table IX will indicate changes of employment, promotions, etc.

The numbers of Table VII and IX are comparable. That is, person number one in Table VII is also person number one in Table IX.

It is of interest to note that by comparing Tables VI and VII one finds the occupational changes by groups.

At the time of enrollment we had forty-one housewives compared to thirty-one at the present time. Three part-time male workers at enrollment, none at present. Six part-time female workers at enrollment, thirteen now. Thirty-two full-time male workers earlier, thirty-four presently. No unemployed or disabled at enrollment time, two of each presently.

To fairly interpret this data we need to know that in the case of the housewives, fourteen housewives went to work full or part-time and four women workers quit work to become housewives again, for a net loss of ten housewives or gain of ten part and full-time workers from the ranks of the housewife. Of the three part-time men at enrollment time, one went to the disabled classification because of the elimination of the part-time job, and two went to work full-time.

Of the two presently unemployed women, one is unemployed because of illness and had held a full-time job, the other is temporarily unemployed for unknown reasons.

A more complete accounting of changes follows Table IX.

TABLE VI

OCCUPATION WHEN ENROLLED

ADULT CLASS OF 1969

CLASSIFICATION	NUMBER
Housewives	41
Part-time Worker	
Men	3
Women	6
Full-time Worker	
Men	32
Women	18
Unemployed	
Men	-
Women	-
Disabled	
Men	-
Women	-
TOTAL ADULT CLASS - 1969	100

TABLE VII

EMPLOYERS AND TYPE OF WORK

ADULT CLASS OF 1969

WHEN FIRST ENROLLED IN ADULT CLASSES

	PART OR FULL-TIME	SEX	EMPLOYER	TYPE OF WORK
1.	FT	M	Town of Miles	Streets-Park-Cemetary
2.	FT	M	Chicago,Northwestern R.R.	Welder
3.	FT	M	Chicago,Northwestern R.R.	Welder
4.	-	F	None	Housewife
5.	PT	F	Hahn's Piggly Wiggly	Checkout girl
6.	FT	M	Caterpiller Tractor	Toolmaker
7.	FT	F	Collis, Inc.	Laborer
8.	FT	M	Art's Texaco	Attendant and Mechanic
9.	-	F	None	Houswife
10.	FT	M	Ensign Coil	Supervisor-Winding Dept.
11.	-	F	None	Housewife
12.	FT	F	Jackson Co. Hospital	Maid
13.	FT	M	City of Maquoketa	Electric Dept.
14.	-	F	None	Housewife
15.	FT	M	Clinton Engines	Molder
16.	-	F	None	Housewife
17.	-	F	None	Housewife
18.	FT	M	Self-employed	Logging
19.	PT	M	Highway Patrol Dispatcher	Radio Dispatcher
20.	FT	F	Hoffman Produce	Case Eggs
21.	-	F	None	Housewife

Table VII continued:

	PART OF FULL-TIME	SEX	EMPLOYER	TYPE OF WORK
22.	PT	F	Marian Hall Infirmary	Nurses Aid
23.	FT	M	John Deere	Inspector
24.	FT	M	Caterpillar Tractor	Machinist
25.	-	F	None	Housewife
26.	-	F	None	Housewife
27.	FT	M	Climax Engines	Experimental Lab Technician
28.	-	F	None	Housewife
29.	-	F	None	Housewife
30.	-	F	None	Housewife
31.	FT	F	Clinton Engines	Assembler
32.	FT	M	U.S. Post Office	Rural Mail Carrier
33.	FT	M	Jackson Co. Highway Dept.	Machine Operator
34.	0	F	None	Housewife
35.	-	F	None	Housewife
36.	-	F	None	Housewife
37.	-	F	None	Housewife
38.	FT	M	Self-employed	Farmer
39	-	F	None	Housewife
40.	FT	F	National Youth Corps.	Clerical-teacher aid
41.	FT	F	Clinton Engines	Grinder
42.	-	F.	None	Housewife
43.	FT	F	Clinton Engines	Packer
44.	-	F	None	Housewife
45.	FT	M	Lord Baltimore Press	Floorman
46.	-	F	None	Housewife
47.	FT	F	Ensign Coil	Picking Coils

Table VII continued:

	PART OR FULL-TIME	SEX	EMPLOYER	TYPE OF WORK
48.	FT	F	Mrs. R. Rasmussen	Housework
49.	FT	M	Self-employed	Farming
50.	-	F	None	Housewife
51.	-	F	None	Housewife
52.	FT	M	U.S. Corps of Engineers	Assistant Lockmaster
53.	-	F	None	Housewife
54.	PT	F	J.C. Penny	Sales Clerk
55.	FT	F	Emeline-Iron Hill Telephone Co.	Secty-treas.
56.	FT	M	Savanna Army Depot	Truck Driver
57.	FT	F	Valves & Controls	Assembly
58.	FT	M	Servi-Soft	Route Salesman
59.	-	F	None	Housewife
60.	PT	F	J.C. Penny	Sales Clerk
61.	-	F	None	Housewife
62.	-	F	None	Housewife
63.	FT	F	Jack & Jill	Checkout girl
64.	FT	F	Dolch's Bakery	Pastry Fry
65.	FT	F	Jackson Co. Hospital	Nurses Aid
66.	-	F	None	Housewife
67.	-	F	None	Housewife
68.	FT	M	City of Preston	Lineman
69.	-	F	None	Housewife
70.	PT	M	Clinton Engines	Material Handler
71.	FT	M	Self-employed	Farmer
72.	FT	M	U.S. Government	Truck Driver

Table VII continued:

	PART OR FULL-TIME	SEX	EMPLOYER	TYPE OF WORK
73.	FT	M	G.L. Stockham & Son	Carpentry
74.	-	F	None	Housewife
75.	FT	F	Olin Corners Cafe	Waitress
76.	-	F	None	Housewife
77.	PT	M	State Highway Comm.	Inspector
78.	-	F	None	Housewife
79.	FT	F	Clinton Engines	Assembler
80.	FT	F	Clinton Engines	Mill Operator
81.	-	F	None	Housewife
82.	FT	M	Central Steel Tube Co.	Punch Press Operator
83.	PT	F	Employer Varies	Baby Sitter
84.	PT	F	Anchor Inn	Cook
85.	FT	M	Wheatland Lumber Co.	Sales and Delivery
86.	-	F	None	Housewife
87.	-	F	None	Housewife
88.	FT	M	Savanna Army Depot	Classified
89.	FT	F	Self-employed	Ceramics teacher
90.	FT	M	Caterpillar Tractor	Tool Crib Attendant
91.	-	F	None	Housewife
92.	FT	M	Stickly Electric	Electrical Wiring
93.	FT	M	Self-employed	Bulk Oil, Gas Dealer
94.	FT	M	Lord Baltimore Press	Assistant Pressman
95.	-	F	None	Housewife
96.	FT.	M	Davis Clothiers	Sales Clerk
97.	-	F	None	Housewife
98.	-	F	None	Housewife
99.	-	F	None	Housewife
100.	-	F	None	Housewife

Present Occupation

As was earlier mentioned, comparisons of tables VI and VIII and VII and IX reveal both the changes in occupations and promotions.

It may be of interest to note that the number of these adults in the work force at the time of enrollment was 59 (part and full-time workers). At the present time the number in the labor force is 65. This small difference of six is misleading in that it does not reflect all of the changes and promotions that have taken place.

This difference of six is actually made up of seven individuals who left the labor force plus thirteen who entered the labor force. In all, forty-three changes or promotions actually occured. These are explained in more detail on the page following the data of Table IX.

TABLE VIII

PRESENT OCCUPATION

ADULT CLASS OF 1969

CLASSIFICATION	NUMBER
Housewives	31
Part-time Worker	
Men	-
Women	13
Full-time Worker	
Men	34
Women	18
Unemployed	
Men	-
Women	2
Disabled	
Men	1
Women	1
TOTAL ADULT CLASS 1969	100

TABLE IX

PRESENT EMPLOYERS AND TYPE OF WORK

ADULT CLASS OF 1969

	PART OR FULL-TIME	SEX	EMPLOYER	TYPE OF WORK	CHG.
1.	FT	M	Town of Miles	Streets-Park-Cemetary-Sewer	Yes
2.	FT	M	U.S.Corps of Engineers	Lock & Dam Operator	Yes
3.	FT	M	John Deere	Welder	Yes
4.	PT	F	Schoenthaler,Schoenthaler and Roberg	Inc. Tax work	Yes
5.	PT	F	Hahn's Piggly Wiggly	Checkout girl	No
6.	FT	M	Caterpillar Tractor	Toolmaker	No
7.	-	F	None	Housewife	Yes
8.	FT	M	Montgomery Ward Auto Center	Mechanic	Yes
9.	-	F	None	Housewife	No
10.	FT	M	Ensign Coil	Supervisor-Winding Dept.	No
11.	-	F	None	Housewife	No
12.	FT	F	Jackson Co. Public Hospital	Maid & Ward Clerk	Yes
13.	FT	M	Self-employed	Appliance Sales & Service Mgr.	Yes
14.	FT	F	HiWay 64 Drive Inn	Restaurant Work	Yes
15.	FT	M	Consumers Coop.	Propane Truck Driver & Mntnce.	Yes
16.	-	F	None	Housewife	No
17.	-	F	None	Housewife	No
18.	FT	M	Self-employed	Logging	No
19.	-	M	None	Disabled	Yes
20.	FT	F	Hoffman Produce	Case eggs	No

Table IX continued:

	PART OR FULL-TIME	SEX	EMPLOYER	TYPE OF WORK	CHG:
21.	-	F	None	Housewife	No
22.	PT	F	Marian Hall Infirmary	Nurses Aid	No
23.	FT	M	John Deere	Inspector	No
24.	FT	M	Caterpillar Tractor	Machinist	No
25.	-	F	None	Housewife	No
26.	-	F	None	Housewife	No
27.	FT	M	Climax Engines	Experimental Lab. Technician	No
28.	-	F	None	Housewife	No
29.	-	F	None	Housewife	No
30.	-	F	None	Housewife	No
31.	FT	F	Royal Blue Store	Clerk	Yes
32.	FT	M	U.S.Post Office	Rural Mail Carrier	No
33.	FT	M	Jackson Co. Highway Dept.	Machine Operator	No
34.	-	F	None	Housewife	No
35.	-	F	None	Housewife	No
36.	-	F	None	Housewife	No
37.	FT	F	River Valley CAP	Outreach Worker	Yes
38.	FT	M	Self-employed	Farmer	No
39.	-	F	None	Housewife	No
40.	FT	F	Randall's Foodorama	Cook-Salad Maker	Yes
41.	FT	F	Clinton Engines	Grinder	No
42.	PT	F	Central Community School	Cook's Helper	Yes
43.	FT	F	Clinton Engines	Packer	No
44.	-	F	None	Housewife	No
45.	FT	M	Self-employed	Farmer	Yes

Table IX continued:

	PART OR FULL-TIME	SEX	EMPLOYER	TYPE OF WORK	CHG.
46.	-	F	None	Housewife	No
47.	-	F	None	Housewife	Yes
48.	FT	F	Mrs. Ray Rassmussen	Housework	No
49.	FT	M	Self-employed	Farmer	No
50.	-	F	None	Housewife	No
51.	-	F	None	Housewife	No
52.	FT	M	U.S.Corps. of Engineers	Lockmaster	Yes
53.	-	F	None	Housewife	No
54.	-	F	None	Housewife	Yes
55.	-	F	None	Housewife	Yes
56.	FT	M	Savanna Army Depot	Warehouseman Leader	Yes
57.	FT	F	Valves & Control	Assembly	No
58.	FT	M	Square D Corp.	Parts Man	Yes
59.	-	F	None	Housewife	No
60.	FT	F	Jackson Co. Engineers Office	Clerk	Yes
61.	PT	F	Delwood Community School	Teacher Aid	Yes
62.	-	F	None	Housewife	No
63.	FT	F	Jack & Jill	Checkout girl	No
64.	FT	F	Bennett Box Co.	Machine Operator	Yes
65.	FT	F	Jackson Co. Public Hospital	Nurses Aid	No
66.	FT	F	Swift & Co.	Canning	Yes
67.	-	F	None	Housewife	No
68.	FT	M	City of Preston	Lineman	No
69.	PT	F	Jackson Co. Public Hospital-	Housekeeper	Yes
70.	FT	M	Kartridge Pak	Stockroom & Parts Inscriber	Yes

Table IX continued:

	PART OR FULL-TIME	SEX	EMPLOYER	TYPE OR WORK	CHG.
71.	FT	M	Self-employed	Farmer	No
72.	FT	M	U.S. Government	Truck Driver	No
73.	FT	M	G.L. Stockham & Son	Carpentry	No
74.	PT	F	Primasings Custodial Home	Cook	Yes
75.	-	F	None	Unemployed	Yes
76.	-	F	None	Housewife	No
77.	FT	M	State Highway Commission	Inspector	Yes
78.	-	F	None	Housewife & student	No
79.	FT	F	Clinton Engines	Assembler	No
80.	FT	F	Clinton Engines	Mill Operator	No
81.	PT	F	Furst-McNess Co.	Sales	Yes
82.	FT	M	Central Steel Tube Co.	Leadman-Supervisor	Yes
83.	PT	F	Employer Varies	Baby Sitter	No
84.	PT	F	Anchor Inn	Cook	No
85.	FT	M	Caterpillar Tractor	Machine Operator	Yes
86.	PT	F	United Livestock Sales	Waitress	Yes
87.	-	F	None	Housewife	No
88.	FT	M	Savanna Army Depot	Classified	Yes
89.	-	F	None	Disabled	Yes
90.	FT	M	Caterpillar Tractor	Tool Crib Attendant	No
91.	-	F	None	Unemployed	Yes
92.	FT	M	Andrew Coop.	Truck Driver	Yes
93.	FT	M	Self-employed	Bulk Oil, Gas Dealer	No
94.	FT	M	Lord Baltimore Press	Assistant Pressman	No
95.	-	F	None	Housewife	No
96.	FT	M	W.T. Grant Co.	Dept. Mgr.	Yes

Table IX continued:

	PART OR FULL-TIME	SEX	EMPLOYER	TYPE OF WORK	CHG.
97.	-	F	None	Housewife	No
98.	PT	F	Jackson Co. Public Hospital	Cleaning	Yes
99.	FT	F	A.R.A Services, Inc.	Kitchen	Yes
100.	PT	F	Employed by Husband	Bookkeeper	Yes

Job Changes or Promotions

Table X lists the changes or promotions that have occurred between enrollment and approximately a year after graduation.

A total of forty-three changes occurred. The following information will help explain these changes in detail.

3 full-time women workers returned to the role of housewife.
1 part-time woman worker returned to the role of housewife.

5 full-time men workers were promoted in same company.
1 full-time woman worker was promoted in same company.

10 full-time men workers changed employers.
3 full-time women workers changed employers.

2 part-time men workers went to work full-time.
1 part-time woman worker went to work full-time.

4 housewives went to work full-time.
9 housewives went to work part-time.

1 full-time woman worker became unemployed.
1 housewife is now listed as unemployed (enrolled as a housewife, had gone to work, now unemployed because of illness).

Job Changes or Promotions-continued:

1 full-time woman worker became disabled.

1 part-time man worker became disabled.

43 TOTAL CHANGES

Of these forty-three changes, you might call eight of them negative changes (4 workers who became housewives again plus the 4 unemployed and disabled workers). Thirty-five of them then might be called positive changes.

It should be understood that of the eight negative changes, only one is unemployed who is looking for work. The disabled male is not working part-time because of the elimination of the job he held. He is in fact presently in business for himself, but is listed on the questionnaire as disabled. Four women returned to the role of housewife voluntarily for a variety of good reasons. The other two (one unemployed & one disabled women) are in this situation presently because of illness.

TABLE X

JOB CHANGES OR PROMOTIONS

ADULT CLASS OF 1969

BY OCCUPATION WHEN FIRST ENROLLED

CLASSIFICATION	CHANGE	NO CHANGE
Housewives	14	27
Part-time Workers		
Men	3	-
Women	2	4
Full-time Workers		
Men	15	17
Women	9	9

Table X continued:

CLASSIFICATION	CHANGE	NO CHANGE
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
TOTALS	43	57

Changes or Promotions Related To Adult Program

Table XI reports the responses to the question asking if the job changes or promotions were related to the adult program.

It is interesting to note that of the forty-three changes mentioned earlier (eighteen) or almost forty-two percent of them indicated it to be a direct or indirect result of this program. Eleven said it was not related, and fourteen did not respond to the question. Obviously the two unemployed and two disabled changes were not a direct or indirect result of this program, so a more accurate percentage would be forty-six percent of the changes or promotions were a direct or indirect result of this program.

TABLE XI

CHANGE IN JOBS OR PROMOTIONS
RELATED TO ADULT PROGRAM
ADULT CLASS OF 1969
BY PRESENT OCCUPATION

CLASSIFICATION	DIRECT RESULT	INDIRECT RESULT	NOT RELATED	NO RESPONSE
Housewives			2	2
Part-time Workers				
Men	-	-	-	-
Women	-	1	-	8
Full-time Workers				
Men	8	6	2	1
Women	3	-	4	3
Unemployed				
Men	-	-	-	-
Women	-	-	1	-
Disabled				
Men	-	-	1	-
Women	-	-	1	-
TOTALS	11	7	11	14

Income Changes Related To Adult Program

Table XII reports the results of the question pertaining to increases in income of those reporting job changes or promotions.

The forty-three changes or promotions reported, less the eight negative changes (ie. return to role of housewife, disabled or unemployed) leaves thirty-five positive changes. Of these thirty-five, more than fifty percent (eighteen) report increases in income.

Three said the increase was not related and sixteen did not respond.

TABLE XII

INCREASE IN INCOME
AS A RESULT OF CHANGE IN JOB OR PROMOTION
BY PRESENT OCCUPATION
ADULT CLASS OF 1969

CLASSIFICATION	YES	NO	NOT RELATED	NO RESPONSE
Housewives	-	1	-	3
Part-time Workers				
Men	-	-	-	-
Women	1	-	-	8
Full-time Workers				
Men	14	2	-	1
Women	3	3	1	3
Unemployed				
Men	-	-	-	-
Women	-	-	-	1
Disabled				
Men	-	-	1	-
Women	-	-	1	-
TOTALS	18	6	3	16

Other Benefits

Table XIII lists the responses to the question pertaining to other benefits received by the Adult Class of 1969 from this program.

Fifty-six members of the Class of 1969, said they had received other benefits (other than job changes or promotions) from the adult program. Twenty-six checked "no" and eighteen did not respond.

It shouldbe stated that some of those who did not respond or checked "no" to this question, did list benefits in the last question on the questionnaire under additional comments.

It is important to recognize, I believe, that such remarks as, personal satisfaction, better understanding, new friends, self-esteem, more knowledge, more confidence, pride, achievement and improved attitudes are truly benefits as important as job changes or promotions.

The comments are self-explanatory and need not be elaborated upon, except to say that they are interesting.

TABLE XIII

OTHER BENEFITS

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	YES	NO	NO RESPONSE
Housewives	13	5	13
Part-time Workers			
Men	-	-	-
Women	7	2	4
Full-time Workers			
Men	21	12	1
Women	13	5	-
Unemployed			
Men	-	-	-
Women	1	1	-
Disabled			
Men	1	-	-
Women	-	1	-
TOTALS	56	26	18

GRAND TOTAL - 100

TABLE XIV

YES RESPONDENTS-OTHER BENEFITS

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	RESPONSES	NUMBER
Housewives	No response	2
	I plan to get a job after my pre-school age children are older. I'm primarily interested in some type of office work.	1
	It broadened my knowledge	1
	Updating knowledge to present day level. Also benefits one in keeping records for own use.	1
	I have a better understanding of articles I read, and a better understanding of our form of government.	1
	By getting my diploma. Thank you for the opportunity of Adult Night School.	1
	First, just the personal satisfaction of graduating, and now having a better understanding of the childrens' study problems.	1
	It has helped me in the home study course I am taking.	1
	Before this program began I didn't have the opportunity to complete my high school education. After taking the G.E.D. tests and graduating from high school, I decided to take the test for E.C.P.I. at Cedar Rapids. I passed the test and have been asked to enroll.	1
	A renewed interest in American History, Government, Science and English.	1
	By being with people and making friends.	1
	I was accepted at E.I.C.C. (Eastern Iowa Community College)in Clinton.	1
	TOTAL HOUSEWIVES RESPONDING YES	13

Table XIV continued:

CLASSIFICATION	RESPONSES	NUMBER
Part-time		
Men	None	
Women	No response	1
	Improvement in self-esteem.	1
	Everyday life, reading, writing, spelling.	1
	I feel I have a much broader understanding of things in general and am able to help my children in many ways with their homework.	1
	Getting acquainted with your fellow students and teachers or anybody connected with night school, has helped me to have a broader outlook on life. Some of these people will be lasting friends, as well.	1
	Great satisfaction in completing the education I always longed for.	1
	More confidence in myself.	1
	TOTAL PART-TIME WOMEN RESPONDING	7
Full-time Workers		
Men	No response	3
	Certified water polution operator in sewer plant.	1
	Better working conditions, better job security, and a greater chance for promotions.	1
	Better knowledge of what is going on in my community.	1
	Self-satisfaction by getting a high school diploma.	1
	I have the peace of mind knowing that I can qualify for a job where the employer requires a high school diploma.	1
	My job was made easier by the things I learned, particularly in math.	1
	Personal satisfaction.	2
	From information learned in math course, made job set-ups easier.	1

Table XIV continued:

CLASSIFICATION	RESPONSES	NUMBER
Men	By doing a better job, which I believe contributed to more and bigger pay increases.	1
	Personal satisfaction and the enjoyment of more reading and understanding of books. Being able to help my children with their work, and understanding new methods.	1
	I feel I have benefitted by attending the Adult High School Completion Program as it has broadened my field of general knowledge.	1
	General Knowledge increased.	1
	Better comprehension in conversation.	1
	The satisfaction of completing high school.	1
	I take pride in the fact that I did go back to school, and so do my foreman and co-workers.	1
	As I have children in high school, I can understand the work they are doing. I also have the high school diploma which I always wanted.	1
	I was able to obtain the job I have, and increased my income so I could continue farming. Also helped me to keep a more accurate account on farming.	1
	TOTAL FULL-TIME MEN RESPONDING YES	21
Women		
	No response	1
	Ward clerk is easier work.	1
	More self-confidence, better understanding of what I read (newspapers, etc), and what I hear (news broadcasts, educational programs, etc.) desire to learn more-thus I read a better type of material. In many, many ways I have benefitted.	1
	Self-satisfaction and enjoyment.	1
	Self-satisfaction.	1
	Self-satisfaction, to have achieved a goal which would have been impossible without the Adult School, a goal achieved by only one out of a family of seven.	1

Table XIV continued:

CLASSIFICATION	RESPONSES	NUMBER
Women	In personal satisfaction of having done something worthwhile, and also having a better understanding of world affairs.	1
	I have a better understanding of the problems in the world around me. I also took some driver's training and received my driver's license which has been a help to me, although this was related only in an indirect way to school.	1
	In the personal satisfaction of accomplishing a desired goal.	1
	I became more familiar with the county I live in.	1
	In my personal attitude. I have completed my high school education, this helps me.	1
	More interest in world affairs and better reading material.	1
	I feel I have improved in many ways. Maybe someday I'll be able to use it and do better (vocationally).	1
	TOTAL FULL-TIME WOMEN RESPONDING YES	13
Unemployed		
Men	None	
Women	I received a job after attending Adult High School. I had much more confidence in myself. (Now unemployed because of illness).	1
	TOTAL UNEMPLOYED WOMEN RESPONDING YES	1
Disabled		
Men	In scouting, also I'm able to talk to people bettr.	1
Women	None	
	TOTAL DISABLED MEN RESPONDING YES	1
	GRAND TOTAL YES RESPONDENTS	56

Plans To Continue Education

Table XV shows that twenty-six percent of this class plan to continue their education beyond high school. Seven more percent are undecided, seven percent did not respond, and sixty percent do not plan to continue their education beyond high school.

More than one-fourth of this class plans to continue with their education. This should be of some import to area schools and colleges, and indicates the need for vocational, technical, and junior college opportunities in the area. It might be mentioned that these classes must be offered within a reasonable distance, and in the evening as well as during the day.

Table XVI lists the subjects or type of training desired by these twenty-six people, and XVII lists the city or school which they plan to attend.

TABLE XV

PLANS TO CONTINUE EDUCATION

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	YES	NO	UNDECIDED	NO RESPONSE
Housewives	8	15	3	5
Part-time Workers				
Men	-	-	-	-
Women	4	8		1
Full-time Workers				
Men	8	25	1	-
Women	6	8	3	1
Unemployed				
Men	-	-	-	-
Women	-	2	-	-

Table XV continued:

CLASSIFICATION	YES	NO	UNDECIDED	NO RESPONSE
Disabled				
Men	-	1	-	-
Women	-	1	-	-
TOTALS	26	60	7	7

GRAND TOTAL - 100

TABLE XVI

IF YES, TYPE TRAINING DESIRED

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	TYPE OF TRAINING	NUMBER
Housewives	Advertising and survey interviewing	1
	Beauty School	2
	Bookkeeping	1
	Lab Technician	1
	Licensed Practical Nurse*	2
	Secretarial or Practical Nursing	1
	TOTAL	8

---

* Denotes one already in training.

CLASSIFICATION	TYPE OF TRAINING	NUMBER
Part-time Workers		
Men		None
Women	Any training that will help me further my job position.	1
	Bookkeeping, typing, machines	1
	Floristry	1
	Real Estate	1
	TOTAL	4

Table XVI continued:

CLASSIFICATION	TYPE OF TRAINING	NUMBER
Full-time Workers		
Men	Auto tuneup, carburation, etc.	1
	Computer Programming	1
	Electronics	1
	If there is an Evening College Program	1
	Management	1
	Refrigeration	1
	Some College courses if within a reasonable distance.	1
	Welding or some other trade school, if available on a night basis.	1
	TOTAL	8
Women	No response	2
	Bookkeeping	1
	Motel management	1
	Practical Nursing	1
	Secretarial Training or accounting	1
	TOTAL	6
Unemployed		
Men		None
Women		None
Disabled		
Men		None
Women		None
	GRAND TOTAL	26

TABLE XVII

IF YES, CITY OR SCHOOL TO BE ATTENDED

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION		CITY OR SCHOOL	NUMBER
Housewives		Area-Vocational or Jr. College	1
		Clinton	4
		Correspondence School	2
		Davenport	1
		TOTAL	8
Part-time Workers			
	Men		none
	Women	No response	1
		Correspondence	1
		Undecided	2
		TOTAL	4
Full-time Workers			
	Men	No response	3
		Clinton (Company Courses)	1
		Clinton Jr. College	1
		EICC (Bettendorf	1
		Kirkwood Comm. College (Area 10)	1
		Sun Equipment School (Davenport)	1
		TOTAL	8
	Women	No response	3
		Clinton	1
		Undecided	2
		TOTAL	6

Table XVII continued:

CLASSIFICATION	CITY OR SCHOOL	NUMBER
Unemployed		
Men		none
Women		none
DISABLED		
Men		none
Women		none
	GRAND TOTAL	26

Desire Additional High School Subjects

A total of thirty-seven of this Class of 1969 (37%) have indicated a desire to study additional high school subjects. Three were undecided, thirteen did not respond, and forty-seven checked no.

It demonstrates the need for continuing adult education at the high school level, and the desire on the part of some adults to continue learning. Table XVIII gives the results to the question on the desire for additional high school subjects.

Table XIX reports the subjects desired by thirty-seven respondents, Business subjects appear to be mentioned most frequently.

TABLE XVIII

DESIRE ADDITIONAL HIGH SCHOOL SUBJECTS

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	YES	NO	UNDECIDED	NO RESPONSE
Housewives	13	11	-	7
Part-time Workers				
Men	-	-	-	-
Women	1	9	1	2
Full-time Workers				
Men	11	18	2	3
Women	10	7	-	1
Unemployed				
Men	-	-	-	-
Women	1	1	-	-
Disabled				
Men	1	-	-	-
Women	-	1	-	-
TOTALS	37	47	3	13

GRAND TOTAL - 100

TABLE XIX

IF YES, HIGH SCHOOL SUBJECTS DESIRED

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION		SUBJECTS	NUMBER
Housewives		Art and business subjects	1
		Art, knitting, typing, or business education	1
		Bookkeeping	1
		Bookkeeping II and Home Economics	1
		Bookkeeping and Shorthand	1
		Bookkeeping and Typing II	1
		Business machines	1
		Home Economics (sewing) and math	1
		New math and physical science	1
		Typing	1
		Typing II	1
		Typing, foreign Language, Psychology	1
		Typing II, government, current events	1
		TOTAL	13
Part-time Workers			
	Men		none
	Women	Math	1
		TOTAL	1
Full-time Workers			
	Men	Advanced Math	1
		Bookkeeping	1
		Math	1

Table XIX continued:

CLASSIFICATION	SUBJECTS	NUMBER
Men	Math, English, History	1
	Math, Shop	1
	Music, Shop	1
	Psychology or moral theology	1
	Shop or additional math	1
	Trade courses	1
	Typing	1
	UNdecided	1
	TOTAL	11
Women	No response	1
	Art, interior decorating, ceramics	1
	Bookkeeping	2
	Psychology	1
	Psychology and driver's education	1
	Sewing and speech	1
	Sewing and Typing II	1
	Shorthand and shop	1
	Typing, shorthand, bookkeeping	1
	TOTAL	10
Unemployed		
Men		none
Women	Shorthand and typing	1
	TOTAL	1
Disabled		
Men	Bookkeeping and Small Business Management	1
Women		none
	TOTAL	1
	GRAND TOTAL - 37	

Recommend Program to Others

Table XX records the responses to the question, "Would you recommend this program to others?"

Ninety-eight would recommend the program to others, one did not respond, one would not recommend the program.

It might be pointed out that the one who would not recommend the program to others is the one who is presently unemployed.

Of even greater interest are the reasons they would recommend the program to others. Table XXI reports their reasons. Notice again the appearance of such words as: satisfaction, more education, enrichment, self-confidence, better security, communication, pride, achievement, new friends, enjoyment, better future, and accomplishment. These sound very much like the "other" benefits asked about in an earlier question. Notice that ninety-eight people commented here. compared to fifty-six under "other" benefits.

The one unemployed member of this class who would not recommend the program to others gave her reason for not recommending as, "It hasn't helped me get a better job."

TABLE XX

RECOMMEND PROGRAM TO OTHERS

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	YES	NO	NO RESPONSE
Housewives	31	-	-
Part-time Workers			
Men	-	-	-
Women	12	-	1

Table XX continued:

CLASSIFICATION	YES	NO	NO RESPONSE
Full-time Workers			
Men	34	-	-
Women	18	-	-
Unemployed			
Men	-	-	-
Women	1	1	-
Disabled			
Men	1	-	-
Women	1	-	-
TOTALS	98	1	1

TABLE XXI

IF YES, REASONS FOR RECOMMENDING ADULT CLASS OF 1969 BY PRESENT OCCUPATION

CLASSIFICATION	REASONS	NUMBER
Housewives	I think that everyone should have their diploma	1
	If for no other reason, simply to give each one of us a true view of what is being taught in our high schools today.	1
	You have a better knowledge of your surroundings and meet and make new friends.	1
	I think I got a lot our of school. I learned some of the new math, which I found very interesting, and I also enjoyed typing	1
	For education purposes, job opportunities and to obtain a diploma.	1

Table XXI continued:

CLASSIFICATION	REASON	NUMBER
Housewives	Required in most employment, and it also advances one's knowledge.	1
	Because a diploma is necessary even for factory workers today.	1
	It's a great opportunity to learn at each student's level and capacity.	1
	I would very much like to continue my education, but am unable to do so because of my children.	1
	For a person's own satisfaction, and to help get better employment, if a job is what you are interested in.	1
	Because it is a wonderful chance to complete one's education.	1
	You just can't get a job without a diploma. They (employers) respect you for it.	1
	Because if nothing else, it proves the old adage that "you're never too old to learn."	1
	More than anything else, they owe it to themselves to become more fully aware of their ability to think, reason, and above all-learn.	1
	It is enlightening, invigorating, and interesting. Teaches or helps you to develop.	1
	They can get a better job, and one that pays more.	1
	It is a great opportunity for those forced to discontinue their education in earlier years, and who would be unable to do it in any other way now.	1
	Because I think it can help them in time to come, or in time of need.	1
	Because in order to get a job with a higher salary, the requirement is a high school education.	1

Table XXI continued:

CLASSIFICATION	REASON	NUMBER
Housewives	If employed, better job chances; increased knowledge; meeting others.	1
	Just going back to school, being able to graduate, and receive a high school diploma was an honor for me.	1
	It is an opportunity no one can afford to miss.	1
	You never know when you may need to get a job, for which you will need a high school diploma.	1
	To finish his or her high school education.	1
	In this day and age, all persons will need a high school diploma to have a job and better themselves.	1
	Probably be a better chance to obtain more education which aids in obtaining better jobs.	1
	To boost their ego. That diploma means so much to me.	1
	Enriches your life, enables you to continue your education if you so desire.	1
	I feel that if they want a job this would be very helpful in getting one.	1
	I feel that everyone should have at least a high school education these days.	1
	It is nice to be able to tell your children you have a high school diploma. If you ever want to further your education you will be able to take courses at a college.	1
	TOTAL	31

Table XXI continued:

CLASSIFICATION		REASON	NUMBER
Part-time Workers			
	Men	None	
	Women	The qualifications for any job, or just for personal accomplishment make it worthwhile.	1
		Because even if you never use your diploma, it gives you a great feeling to know you could (use it) if you wanted to.	1
		It helps a person get ahead in life.	1
		Because their is so much to gain by going, and nothing to lose.	1
		I believe a person gains self-confidence and a chance to prove they can accomplish much. One has a better chance to improve their living standards.	1
		To get that much needed knowledge every adult needs just for everyday living.	1
		For a better job if a person has to support a family.	1
		There are many people like myself that have never had the opportunity to attend high school. These people should, by all means, take advantage of this program while they have the chance to do so.	1
		There are benefits in seeking better employment and satisfaction in completion.	1
		Because every adult needs a high school diploma if they plan on getting a job or being promoted on the job.	1
		It is the chance of a lifetime. I never dreamed I would get the chance.	1
		So that they can get a better job. To give them the satisfaction of completing something they once started. It also gives them a better idea of what is expected of their children (in school).	1
		TOTAL	12

Table XXI continued:

CLASSIFICATION	REASON	NUMBER
Full-time Workers		
Men	No response	5
	Future jobs.	1
	To better themselves all aroudd.	1
	It will better the person in his or her job and help you in everyday life.	1
	You will get a lot better choice of jobs.	1
	Because it refreshes your memory, and a better job if you graduate.	1
	I believe, if for no other reason, I enjoyed going to school because I wanted to learn more.	1
	Whatever is learned cannot be taken away, and someday it may come in handy.	1
	It gives one the incentive to continue studying in your chosen field.	1
	Because if a person wants an education which he or she needs, there is no better way than through your program.	1
	Educational purposes; when applying for a job; and greatest of all, having a diploma from high school.	1
	Without a high school education it is very hard to find a decent job.	1
	You need it to get a good job.	1
	For better job security and better communication with your own family, especially when you have children in high school.	1
	Because I think it is a very good deal, and people should take advantage of it.	1
	It is easier to obtain work and you can obtain better work that pays more.	1

Table XXI continued:

CLASSIFICATION	REASON	NUMBER
Men	You have nothing to lose and so much to gain.	1
	Besides what he learns, it is very important to have a diploma.	1
	So as to have a broader field of knowledge.	1
	Definitely. I would recommend it for anyone, if for nothing else, their own prestige.	1
	Because they would benefit from it.	1
	There is always something to learn and a diploma is a MUST.	1
	Because I think it would be helpful to anyone.	1
	Difficult to advance without it.	1
	I enjoyed it very much and I feel others will, too. It's a great challenge.	1
	To get a diploma.	2
	Most places or employment require a high school diploma.	1
	For a better future and to be able to say you did graduate.	1
	To further his knowledge.	1
	TOTAL	34
Women	No response	2
	Every reason. I cannot think of one reason not to.	1
	Because of personal and financial benefits to be gained.	1
	It is interesting, you learn a lot, and meet people.	1
	Because they will benefit from it in the future in finding employment.	1
	Because I think it's a good deal for what you get out of it. The only real sacrifice is time.	1

Table XXI continued:

CLASSIFICATION	REASON	NUMBER
Women	A high school diploma is a necessity in order to obtain a position above the menial classification.	1
	Because no one person can get too much education. One never knows when it might be essential to them.	1
	It better prepares them, if working becomes a necessity; and the contact with others helps in meeting others on a job.	1
	It is good to continue to learn, and the second chance to complete high school.	1
	It would broaden their view in life, and if they would have to go outside the home to work they would be more qualified for a better position plus higher wages.	1
	For their personal pride.- for a better job.	1
	Because you need a high school education to get anywhere now.	1
	It is a very wonderful opportunity and should be continued.	1
	To me, just to be able to have a diploma.	1
	Because you can use it (education) in many ways and if you want to continue promotions you need a high school education.	1
	Everyone should have a twelfth grade education.	1
	TOTAL	18
Unemployed		
Men	None	
Women	Even if one didn't plan to use the education for a better job, it would give one a great feeling of accomplishment.	--- 1
	TOTAL	1

Table XXI continued:

CLASSIFICATION	REASON	NUMBER
Disabled		
Men	If nothing else to get to meet other people. I think too many of us sit in front of T.V. too much! This is why the world is in such a mess, and we forget our duty to our country.	1
Women	To be able to talk with people better.	1
	TOTAL	2

GRAND TOTAL - 98

Work Required for Graduation

Eighty-seven percent of the Class of 1969 feel that the amount of work required for graduation was about right. Eight thought it was too little, and five did not respond to the question. Table XXII gives the detail of these responses.

TABLE XXII

AMOUNT OF WORK REQUIRED FOR GRADUATION

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	TOO MUCH	ABOUT RIGHT	TOO LITTLE	NO RESPONSE
Housewives	-	28	1	2
Part-time Workers				
Men	-	-	-	-
Women	-	12	-	1
Full-time Workers				
Men	-	31	3	-
Women	-	14	2	2
Unemployed				
Men	-	-	-	-
Women	-	1	1	-

Table XXII continued:

CLASSIFICATION	TOO MUCH	ABOUT RIGHT	TOO LITTLE	NO RESPONSE
Disabled				
Men	-	-	1	-
Women	-	1	-	-
TOTALS	-	87	8	5

Quality of Instruction

Responding to the question about the quality of instruction received, forty percent rated it excellent, forty-eight percent said very good, five percent - good, one - fair, one - varied, and five didn't respond. Table XXIII details the responses.

When ninety-three percent of the class gives you a good to excellent rating on instruction, I think the teachers are to be commended.

TABLE XXIII

QUALITY OF INSTRUCTION RECEIVED

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	NO RESPONSE	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR	VARIED BY TEACHER
Housewives	2	13	14	2	-	-	-
Part-time Workers							
Men	-	-	-	-	-	-	-
Women	1	10	2	-	-	-	-
Full-time Workers							
Men	-	13	20	2	-	-	-
Women	2	2	11	1	-	-	1
Unemployed							
Men	-	-	-	-	-	-	-
Women	-	-	1	-	1	-	-

Table XXIII continued:

CLASSIFICATION	NO RESPONSE	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR	VARIED BY TEACHER
Disabled							
Men	-	1	-	-	-	-	-
Women	-	1	-	-	-	-	-
TOTALS	5	40	48	5	1	-	1

GRAND TOTAL - 100

Ways To Improve Adult Program:

An opportunity was provided for the respondents to suggest ways to improve the program. Most of the class did not respond to the question, presumably because they either didn't have any suggestions for improving the program, or felt the program didn't need improvement.

Table XXIV gives the comments of those who made them. Not more than sixteen of these were suggestions for improvement, the remainder being somewhat complimentary comments.

TABLE XXIV

WAYS TO IMPROVE THE ADULT PROGRAM

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	WAYS TO IMPROVE	NUMBER
Housewives	No response	23
	I enjoyed the program the way it was.	1
	It couldn't be improved.	1
	Not only should a teacher explain things, but review the material more (mostly in math). This is important (math) for all to remember.	1
	It was satisfactory to me.	1

Table XXIV continued:

CLASSIFICATION		WAYS TO IMPROVE	NUMBER
Housewives		I think the program is well rounded.	1
		More outside speakers on some subjects.	1
		None. I think it is fine the way it is.	1
		No need for improvement, just continue the good Adult High School Program.	1
		TOTAL	31
Part-time Workers			
	Men	None	
	Women	No response	8
		I enjoyed a work assignment and plan for several weeks ahead. This seemed easier to fit in the home schedule.	1
		Less moving pictures and more discussions.	1
		I can't think of any as I had no complaints whatsoever, It was a very rewarding experience, in so many ways, to me.	1
		I think discussion in class and starting at your own level of learning are very important. Some adults have more things on their minds than others, so it is harder to concentrate.	1
		It was great!	1
		TOTAL	13
Full-time Workers			
	Men	No response	17
		None (no way to improve)	4
		I feel the program was adequate as is.	1
		Sufficient as is.	1
		The school is too cold. (Maquoketa)	1
		Possibly a little more flexibility on classroom hours.	1

Table XXIV continued:

CLASSIFICATION	REASON	NUMBER
Men	More blackboard work.	1
	Lecture type of classes.	1
	I really don't think it should be improved. I believe everything is just about right.	1
	I don't see anyway that it could be improved. I think it works out good, according to the people involved.	1
	Continue or increase the use of records (recordings), such as Stan Freeburg on History, or Government, to break the monotony of a draggy subject.	1
	I believe the second class of the week should be held on Thursday, rather than Wednesday, so as to give one additional evening for study.	1
	More class time per week.	1
	Satisfied. Should have agriculture classes.	1
	More oral work in class.	1
	TOTAL	34
Women	No response	11
	I know of no way in which it could be improved.	1
	Have all good teachers.	1
	Films and talks about drugs, polution, and other major problems and their remedies.	1
	It was satisfactory to me.	1
	Please continue. We've heard rumors it will be discontinued.	1
	Can't think of any unless a course in remedial reading was offered for slow readers.	1

Table XXIV continued:

CLASSIFICATION	REASON	NUMBER
Women	Workbooks in every class. We had workbooks in Government and I feel I learned more than in the classes that didn't have workbooks.	1
	TOTAL	18
Unemployed		
Men	None	
Women	No response	1
	More homework. Get a different teacher.	1
	TOTAL	2
Disabled		
Men	More discussion between students, with teacher used as a guide to better understanding. Lectures are fine, but these are adults, not children.	1
Women	No response	1
	TOTAL	2
	GRAND TOTAL - 100	

Most and Least Valuable Subjects:

Tables XXV, XXVI, XXVII, and XXVIII record the responses to the question's dealing with least and most valuable required and elective subjects.

In nearly all cases, most of these adults felt all subjects were helpful, rather than one subject being more or less valuable than another.

Those who did express a choice, did so on the basis of their likes and dislikes, as well as on the subject's practical application to the respondent's occupation. For example, more men found math to be most valuable, probably because they use it in their work.

It perhaps illustrates the need for a variety of offerings in the adult curriculum to fulfill the needs and likes of adult students.

TABLES XXV

MOST VALUABLE REQUIRED SUBJECT

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	SUBJECT		NUMBER
Housewives	No response		21
	All were valuable.		12
	American Government		6
	American History		1
	English		4
	Math		7
		TOTAL	31
Part-time Workers			
Men	None		
Women	No response		2
	All were valuable		3
	American Government		1
	English		3
	Math		3
	Science		1
		TOTAL	13

Table XXV continued:

CLASSIFICATION	SUBJECT		NUMBER
Full-time Workers			
Men	No response		1
	All were valuable		11
	American Government		2
	English		4
	Math		15
	Science		1
		TOTAL	34
Women	No response		2
	All were valuable		8
	American Government		2
	American Government and Math		1
	English		2
	Math		3
		TOTAL	18
Unemployed			
Men	None		
Women	English and Math		1
	Science		1
		TOTAL	2
Disabled			
Men	English and Math		1
Women	English		1
		TOTAL	2

GRAND TOTAL - 100

TABLE XXVI

LEAST VALUABLE REQUIRED SUBJECT

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION		SUBJECT		NUMBER
Housewives		No response		3
		All were valuable		16
		American History		9
		Math		1
		Science		2
			TOTAL	31
Part-time Workers				
	Men	None		
	Women	No response		1
		All were valuable		3
		American Government		1
		American History		4
		Math		2
		Science		2
			TOTAL	13
Full-time Workers				
	Men	No response		3
		All were valuable		12
		American History		6
		English		4
		Science		9
			TOTAL	34

Table XXVI continued:

CLASSIFICATION	SUBJECT		NUMBER
Women	No response		2
	All were valuable		8
	American Government		1
	American History		3
	Math		1
	Science		3
		TOTAL	18
Unemployed			
Men	None		
Women	No response		1
	American Government		1
		TOTAL	2
Disabled			
Men	American History		1
Women	None		1
		TOTAL	2
		GRAND TOTAL - 100	

TABLE XXVII

MOST VALUABLE ELECTIVE SUBJECT

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	SUBJECT	NUMBER
Housewives	No response	4
	All were valuable	14
	Bookkeeping	7
	Home Economics and Typing	1
	Math	1
	Typing	4
	TOTAL	31
Part-time Workers		
Men	None	
Women	No response	1
	All were valuable	5
	Bookkeeping	1
	Sewing and Wood Shop	1
	Typing	3
	Typing and bookkeeping	1
	Wood Shop	1
	TOTAL	13
Full-time Workers		
Men	No response	5
	All were valuable	16
	Advanced Math	1
	Bookkeeping	3

Table XXVII continued:

CLASSIFICATION	SUBJECT	NUMBER
Men	Consumer Economics	1
	I took no electives	1
	Shop	4
	Welding	2
	Welding and Shop	1
	TOTAL	34
Women	No response	4
	All were valuable	6
	Bookkeeping	3
	Psychology	2
	Typing	3
	TOTAL	18
Unemployed		
Men	None	
Women	Bookkeeping	1
	I didn't take any electives	1
	TOTAL	2
Disabled		
Men	Bookkeeping	1
Women	All were valuable	1
	TOTAL	2

GRAND TOTAL - 100

TABLE XXVIII

LEAST VALUABLE ELECTIVE SUBJECT

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	SUBJECT		NUMBER
Housewives	No response		9
	All were valuable		19
	Bookkeeping		1
	Home Economics		1
	Typing		1
		TOTAL	31
Part-time Workers			
Men	None		
Women	No response		4
	All were valuable		7
	Science		1
	Typing		1
		TOTAL	13
Full-time Workers			
Men	No response		8
	All were valuable		20
	Bookkeeping		1
	I took no elective		1
	Typing		4
		TOTAL	34

Table XXVIII continued:

CLASSIFICATION	SUBJECT		NUMBER
Women	No response		6
	All were valuable		7
	Home Economics		1
	Shorthand		2
	Typing		2
		TOTAL	18
Unemployed			
Men	None		
Women	No response		1
	I didn't take an elective		1
		TOTAL	2
Disabled			
Men	No response		1
Women	All were valuable		1
		TOTAL	2
		GRAND TOTAL - 100	

Tuition or Non-Tuition:

Table XXIX reports the number of tuition and non-tuition students in this class of 1969.

Forty-two percent of this class were non-tuition students at some time during their enrollment in this program, though not necessarily for the total enrollment time.

Fifty-eight percent were tuition students all of the time, slightly more than this percentage some of the time.

A student could qualify as a non-tuition student on the basis of physical handicaps, or by meeting certain income guidelines.

TABLE XXIX

TUITION OR NON-TUITION STUDENT
ADULT CLASS OF 1969
BY PRESENT OCCUPATION

CLASSIFICATION	TUITION	NON-TUITION
Housewives	22	9
Part-time Workers		
Men	-	-
Women	5	8
Full-time Workers		
Men	21	13
Women	9	9
Unemployed		
Men	-	-
Women	-	2
Disabled		
Men	-	1
Women	1	-
TOTALS	58	42

GRAND TOTAL - 100

Additional Comments:

The last item on the questionnaire gave the members of the Class of 1969 the opportunity to make any additional comments they so desired. About fifty-six percent of them did not comment. Nearly all of the comments that were made were quite favorable, one or two not so favorable.

TABLE XXX

ADDITIONAL COMMENTS ADULT CLASS OF 1969 BY PRESENT OCCUPATION

CLASSIFICATION	COMMENTS	NUMBER
Housewives	No response	15
	None	1
	I'm very thankful for this program in our county, and I hope it will continue to help other people, as it has helped me and my husband.	1
	You are never too old to learn.	1
	I may not have shown much improvement since I enrolled in Adult Evening School, but I have the fulfillment of knowing at least I graduated from high school and that has to be some kind of achievement to me. Thank you for your help.	1
	Some students are allowed to get through without doing any work, and with no improvement on final tests. This sort of thing could make adult high school diplomas worthless.	1
	I would be interested in getting a job, but I don't know where I could work. I prefer to wait until my daughter gets through high school.	1
	Keep up the Adult Evening Education classes. Bellevue Community has very good teachers. Thank you for making it possible for me to attend.	1

Table XXX continued:

CLASSIFICATION	COMMENTS	NUMBER
Housewives	I've had a chance to take a job (only $1.10/hr.). I'm hoping that I may get a job at the plant. I had taken a job at the Egg Produce Co. (at $1.60/hr.) but with my homework, taking care of children, and working, I chose to quit my job to get my high school diploma. That is why I'm hoping the next job will pay $1.60/hr. or more.	1
	I seriously believe that all high school dropouts should be considered for this adult program. Everyone, old or young, would benefit from these classes. I enjoyed them and I am sure they improved my outlook on life in general.	1
	More aware of the world about us. I've talked to others and they enjoyed getting out and going to school. Also I appreciated the graduation exercises and reception that was held for the graduates.	1
	I am planning on going into Nurses' Aid work and a high school diploma is one of the first questions that is asked. I, too, have found out that I am more interested in government and history from what I learned in this program.	1
	Why couldn't classes for graduates be held for credit on the college level if enough were interested?	1
	I enjoyed going. The hours were suitable.	1
	I know going to night school was good medicine for me. I enjoyed every minute. The teachers were superb. People were so friendly and I couldn't wait until Monday and Wednesday night. My thanks to Mr. X and Y. I shall cherish my diploma forever.	1
	If I want a job now, I know I can get a better one with a high school education. I feel that this was the best thing I could have done and feel that everyone who hasn't finished high school should go to Adult Night School. This day and age everyone needs this.	1

Table XXX continued:

CLASSIFICATION	COMMENTS	NUMBER
Housewives	If you were to go to college, would they have to accept your diploma on the same basis as one who has just graduated from high schools? Do they hold anything against Adult High School learning?	1
	TOTAL	31
Part-time		
Men	None	
Women	No response	6
	I want everyone to know how grateful I am for the chance to complete my high school. It is something I never would have done without a program of this type. I put a "no" answere on taking additional subjects because at the moment my health will not permit, and also De Witt has a few subjects at night if I should decide to. It would be so much closer.	1
	I feel the Adult Education Program is a very fine program and truly hope others gain as much personal satisfaction out of going as I did. I was extremely grateful that you took in Clinton Co. residents such as myself.	1
	I am thankful to be one of the many people that have had this chance to better themselves through the Adult High School Program. To me it was a dream come true, and I hope many more will have the same chance.	
	I think the Adult School should be more widely publicized.	1
	Enjoyed it very much and will always be grateful for having had this opportunity to receive my high school diploma.	1
	I am in the process of seeking employment in an office. My experience in taking the G.E.D. and other tests have helped me in passing other tests required for employment, and the knowledge I gained has been a great help.	1

Table XXX continued:

CLASSIFICATION	COMMENTS	NUMBER
Women	I was very proud that I completed high school as an example for my kids. I was the first to do it (in my family) all the way.	1
	TOTAL	13
Full-time Workers		
Men	No response	21
	None	4
	The adult program is the best thing that has come my way in a long time. I think a vocational-technical school would be a great thing.	1
	I enjoyed meeting others going to school, Two nights a week, four hours per night was about the right amount. Also had good teachers that made each class interesting.	1
	In completing my high school education I was able to get this propane job. I now have a place in the future and a place to make a permanent home for myself and family. Thank you very much.	1
	An early sign-up and publicity of program gives more time to ascertain if prospective student has credits coming from the army, for instance.	1
	I believe that a certain grade average should be required for graduation.	1
	I think the Adult Evening School is the most wonderful thing that ever could have happened to the high school dropout. No person can ever receive too much education. I just hope I will be able to continue my schooling very soon. I would like to thank Mr. X and the teachers for devoting their time for such a wonderful cause. I wish them continued success in this great program. Thank you all again.	1

Table XXX continued:

CLASSIFICATION	COMMENTS	NUMBER
Men	I feel this program was one of the best available. I enjoyed everyone that worked with the program. It was wonderful.	1
	I had one credit to make up, and that was government.	1
	I am very thankful to all the people who helped in any way to make this schooling available to me.	1
	TOTAL	34
Women	No response	13
	None	1
	I cannot praise the adult education program enough! I work in a restaurant because that is the kind of work that I like, but it is very comforting to know that if, for health or financial reasons I could no longer do this work, I am qualified to seek easier, better paying work.	1
	If I learned anything from completing high school, it was to listen, observe small things, ask questions (no matter how dumb), think for myself and spout off once in a while. I consider that a great accomplishment. I came out of my shell.	1
	It was well worth my time and sleepless nights.	1
	Thank you for my diploma - my family and I are thankful.	1
	TOTAL	18
Unemployed		
Men	None	
Women	No response	2
	TOTAL	2

Table XXX continued:

CLASSIFICATION		COMMENTS	NUMBER
Disabled			
	Men	My wife has started a small business and needs a source of information. If there is anyone that you know of who is interested in work and money, send them to us.	1
	Women	No response	1
		TOTAL	2

GRAND TOTAL - 100

CHAPTER III

SUMMARY - CONCLUSIONS - RECOMMENDATIONS

Summary

The purpose of this follow-up study, as was stated earlier, is to help evaluate this adult program in terms of what has happened to our graduates. This follow-up study supplements other types of evaluations made while the adult students were in school. These include teacher and student evaluations, as well as pre-post test results.

If the program is accomplishing what it ought to be accomplishing, some of the benefits ought to be apparent in the lives of our graduates.

The results of these evaluations should help to justify the program, or failing to do so, the program should be terminated.

The findings, as reported in Chapter II, leave little doubt as to the value of this program to the graduates as well as to the community as a whole.

This is the third follow-up study of graduates from this adult program, and it is interesting to note that the results of each have been very similar in terms of comments, percentages, etc. I would judge from this that the results are both consistent and valid for graduates of this adult program.

When this class of 1970 has graduated, a total of three hundred ten adults will have completed their high school education via this program during the last four years. While we may be pleased with this fact, it is also sad but true that during this same four-year period more than one hundred thirty regular high school youth have dropped out of school in Jackson County alone. Very few of these, (three to six), have ever been involved in the adult program.

Conclusions:

Upon the basis of the results of this follow-up study, I conclude that:

1. Neither age nor sex need be deterrent factors to any adult wishing to complete their high school education. This class presently ranges in age from 19 to 58.
2. The communities in which these adults live benefit by having better educated adults and better employed or employable adults. The social benefits are immense and impossible to place a value upon.
3. Most of these graduates remained within Jackson County or neighboring counties. They will repay the investment in their adult education many times over by paying more taxes on increased earnings and property.
4. Being the head of household, married, or having children at home need not be deterrent factors to any adult desiring to complete their high school education. This is not to deny the existence of problems which arise because of these conditions, but simply to say that the problems can be resolved.
5. Work or housework need not prohibit adults from completing their high school education, unless the hours of work occur at the same time as class instruction occurs.
6. A significant number of these adult graduates (both men and women) received job changes or promotions between enrollment and within a year of graduation. Others, when they enter the labor market or attempt to obtain job changes or advancements, will increase this number.
7. When promotions or job changes occur, these adults generally receive increases in income.

8. Personal and social benefits such as, personal satisfaction, better understanding, new friends, self-esteem, more knowledge, more confidence, pride, achievement, and improved attitudes are mentioned by a majority of graduates as other benefits of this program. These are as important as job changes or promotions.
9. More than one-fourth (26%) of this class indicated a desire to continue their education beyond high school. This represents a significant number of these graduates desiring more advanced education.
10. Thirty-seven percent of these graduates indicated a desire to study additional high school subjects. This, too, is a significant number of graduates who desire to study additional high school subjects even though they have graduated.
11. All but one of this class would recommend this program to other non-graduates. Their ressons may vary, but it speaks well for the program. The one "no" respondent has experienced some difficulties which we hope will be remediel.
12. The vast majority (87%) of these graduates felt the amount of work required for graduation was about right.
13. Nearly all of these graduates rated the quality of instuction from good to excellent, eighty-eight percent being very good or excellent.
14. While most of the graduates did not respond to the question dealing with ways to improve the program, a few did. Some of the suggestions that were made may be helpful, some may not.
15. Most of these graduates seemed to feel that all required and elective subjects were helpful. Those who made choices did so primarily on the basis of personal likes, dislikes, or because of the practical application the subject had for the student and his/her job.

16. The comments made under "Additional Comments" as well as throughout other parts of the questionnaires reveal the importance of a high school education in the lives of these graduates, not only in terms of job opportunities, but in social, personal, and emotional ways.

Recommendations:

Upon the basis of this and past follow-up studies, as well as upon other evaluationa and experiences with this program, I make the following recommendations:

1. That adults, regardless of age, sex, marital status, family size, race, creed or color, be encouraged to complete their high school education in adult programs of some kind. Every effort needs to be made to recruit more students.
2. That communities and County, state, and federal agencies, support and become involved in programs of this type. The community benefits as well as the student. This should involve not only high school completion programs but basic education and continuing education programs. There is a nation wide need for these.
3. That the Jackson County Adult Program be continued as long as enrollments justify the existence of the program, and/or until it is replaced by another suitable agency such as an area school.
4. That graduates continue to be allowed to take additional high school subjects as long as enrollments permit.
5. That additional means of attracting students who have not graduated be found. These might include some experimenting with baby sitting service, transportation allowances, or payment for attending classes for some students, among other things.

6. That area schools and colleges bring additional educational opportunities to adults by providing college credit courses, vocational and technical courses in the evenings within a reasonable driving distance of these adults. The desire for more training is evident.
7. That schools begin to resolve the present drop-out problems in regular day school by experimenting with individualized programs of study, work-study programs, etc.
8. That a state wide study of the drop-out problem be made not only in terms of numbers, but of real reasons for dropping out and recommendations for solving the problem.

☐ Yes, I want a copy of the results of this follow-up study.

EXHIBIT (FACSIMILE)

Follow-up Questionnaire
Graduates--Class of 1969
Jackson County Adult Evening High School

General Information:

NAME: ____________________________
Last First Middle

Present age: ____________
in years

Sex: ______
M or F

PRESENT ADDRESS: ____________________________
RFD BOX STREET

Head of Household: Yes______ No ____

Marital Status: Single____ Married____
Divorced_____ Widowed____ Separated__

____
CITY STATE ZIP CODE

If married at any time, the number of children in your family: 18 yrs or below___
19 yrs or above___
Total children in Family___

*Check one classification below which best describes your present status:

Housewife (not working for wages)_____

Part-time worker (regularly work part-time ____

Full-time worker (regularly work full-time ____

Unemployed worker (temporarily out of work) ____

Disabled (cannot work) ____

Other classification not listed above (Please be specific): ______________

____

* Example: If you are employed part or full-time and are also a housewife, check part or full-time worker. Housewife, as used here, indicates you do not work for wages at all.

QUESTIONS:

1a. Were you employed at the time you enrolled in the Adult Evening School? Yes____ NO____

1b. If yes, was this part or full time work? Part-time ____
Full-time____

1c. If yes, by whom were you employed?______________________________
____

1d. If yes, give type of work or job description of the work.____________
____

2a. Are you employed at the present time? Yes____ NO____

2b. If yes, is this part or full-time work? Part-time____
Full-time____

2c. If yes, by whom are you presently employed? ______________________
____

2d. If yes, give type of work or job description of the work.____________
____

3a. Have you had a change in jobs or a promotion on the job since enrolling or graduating from the Adult Evening High School Program? Yes___
No___

3b. If yes, has this change or promotion been a direct or an indirect result of your attending and graduating from the Adult Evening School Program?
Direct result ___
Indirect result ___
Not related to schooling ___

3c. If yes, did your income also increase as a direct or indirect result of your completing the Adult Program? Yes___
No___

4a. Have you benefitted in any other ways, (other than job promotion or change of jobs), by attending and graduating from the Adult High School Program? Yes___
No___

4b. If yes, in what other ways have you benefitted? ______________________
____
____
____

5a. Do you plan to continue your education beyond high school? Yes___
NO___

5b. If yes, what type of training or education do you plan to continue with?
____
____
____

5c. Where (what school) do you plan to attend to obtain this training? _____
____
____

6a. Graduates are now permitted to enroll in the Adult Program, but were not allowed to do so at the time you graduated. Would you be interested in taking additional high school subjects? Yes___
No___

6b. If yes, which subjects would you be most interested in studying? _______
____

7a. Would you recommend that any adult who did not complete his/her high school education do so by attending the Adult High School Program? Yes___
No___

7b. If yes, why? ____
____

7c. If no, why not? ____
____

8. In your opinion the amount of work required for graduation was:

Too much ___
About right ___
Too little ___

9. In your opinion, the quality of instruction you received in the Adult High School Program was:

Excellent ___
Very good ___
Good ___
Fair ___
Poor ___

10. List any ways in which you think the Adult High School Program could be improved for adult students. ___________________________

____

____

____

11. In completing the following statements in 11 and 12 please confine your choices to subjects that you studied in the Adult High School Program. Required subjects were: English 10 & 11, Math, Science, American History, and Government. Electives would be any other subjects. If you do not feel any one subject was most or least helpful - check box in 11c and 12c.

11a. List the one required subject you studied in this program that has been the most valuable (helpful) to you. ___________________

11b. List the one required subject you studied in this program that has been the least valuable (helpful) to you. ___________________

11c. I do not feel any one required subject was most or least helpful. ☐
(In other words, all subjects I took were helpful.)

12a. List the one elective subject you studied in this program that has been the most valuable (helpful) to you. ___________________

12b. List the one elective subject you studied in this program that has been the least valuable (helpful) to you. ___________________

12c. I do not feel any one elective subject was most or least helpful. ☐
(In other words all subjects I took were helpful.)

13. At the time you were enrolled were you a tuition or a non-tuition student?

Tuition ___
Non-tuition ___

14. If you have any other comments that you would care to make that may not have been covered by the questionnaire, you may make them here.

____

____

____

____

EXHIBIT B - FIRST LETTER - (FACSIMILE)

Jackson County Adult Evening High School Completion Program
607 West Summit Street
Maquoketa, Iowa 52060 Phone: 652-3213

Dear Graduate of 1969:

It has been a little less than a year since you received your high school diploma, earned in the Adult Evening School Program. Even though you have graduated, we are still interested in you and what you are doing.

You can be of great assistance to us if you will complete the enclosed questionnaire and return it to us in the enclosed self-addressed, stamped envelope.

This will help us to evaluate our adult program through the experiences and eyes of our graduates. This is truly the "acid" test or evaluation of our program.

As you are probably aware, the class of 1968 completed and returned a similar questionnaire. A 100% return was achieved. The results of this study were published in a handbook on hearings before the general subcommittee on education of the Committee on Education and Labor. It is hoped that the class of 1969 will also respond 100% and its results similarly published.

You may be assured that the information obtained through this study will be used for program evaluation purposes, and that no names will be used in reporting the results of this study.

We do ask that you answer the questions completely and honestly, so that the study will be as valid as possible. Your participation in this study may well determine not only the continuation of this program, but the establishment of similar programs throughout the country.

Please complete and return the questionnaire now! A delay may mean more and unneccessary expense to our program.

If you would like a copy of the results of this study, please check the box at the top of the questionnaire and a copy will be sent to you as soon as the study is complete.

I thank you in advance for your prompt return of this completed questionnaire and I hope this letter finds you in the best of health and circumstance.

JRG:rp Sincerely yours,
Enclosures:
1-self-addressed stamped envelope James R. Gran, Administrator
1-questionnaire

P.S. Someday we would also like to do a 3 or 5 year follow-up study of our graduates, so if you should have a change of address at some future date, we would appreciate your notifying us of any change in name or address.

EXHIBIT C

SECOND LETTER
(Facsimile)

JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM
607 West Summit Street
Maquoketa, Iowa 52060 Phone: 652-3213

March 5, 1970

Dear Graduate of 1969:

We have not received, as yet, the questionnaire which was mailed to you about two weeks ago, and we miss and need your response.

We know that you want this study to be as meaningful and accurate as possible. You can help us reach this goal by sending us your completed questionnaire as soon as possible.

In case you have inadvertently misplaced or lost the first questionnaire, we are enclosing another one along with a self-addressed stamped return envelope.

Your participation in this study is most important since many of the decisions affecting this porgram as well as others will be based upon the results of this study.

So wont you please take a few minutes of your time to complete and return this questionnaire? Thank you for helping us make this study complete.

Sincerely,

James R. Gran
Administrator

JRG:rcp

EXHIBIT D

THIRD LETTER
(Facsimile)

JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM
607 West Summit Street
Maquoketa, Iowa 52060 Phone: 652-3213

March 19, 1970

Dear Graduate of 1969:

Of the 100 adults who graduated with the class of 1969, all have returned their completed questionnaires except you.

Wont you please make the study 100% successful by completing the questionnaire now and returning it today?

Another form and return envelope is enclosed for your convenience.

Thank you for participating in this study and insuring our 100% return.

Sincerely,

James R. Gran
Administrator

JRG:rcp

Enclosures:
  1-self-addressed stamped envelope
  1-questionnaire

ERIC Clearinghouse
APR 6 1970
on Adult Education

Table XX continued:

CLASSIFICATION	YES	NO	NO RESPONSE
Full-time Workers			
Men	34	-	-
Women	18	-	-
Unemployed			
Men	-	-	-
Women	1	1	-
Disabled			
Men	1	-	-
Women	1	-	-
TOTALS	98	1	1

TABLE XXI

IF YES, REASONS FOR RECOMMENDING

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	REASONS	NUMBER
Housewives	I think that everyone should have their diploma	1
	If for no other reason, simply to give each one of us a true view of what is being taught in our high schools today.	1
	You have a better knowledge of your surroundings and meet and make new friends.	1
	I think I got a lot our of school. I learned some of the new math, which I found very interesting, and I also enjoyed typing	1
	For education purposes, job opportunities and to obtain a diploma.	1

Table XXI continued:

CLASSIFICATION	REASON	NUMBER
Housewives	Required in most employment, and it also advances one's knowledge.	1
	Because a diploma is necessary even for factory workers today.	1
	It's a great opportunity to learn at each student's level and capacity.	1
	I would very much like to continue my education, but am unable to do so because of my children.	1
	For a person's own satisfaction, and to help get better employment, if a job is what you are interested in.	1
	Because it is a wonderful chance to complete one's education.	1
	You just can't get a job without a diploma. They (employers) respect you for it.	1
	Because if nothing else, it proves the old adage that "you're never too old to learn."	1
	More than anything else, they owe it to themselves to become more fully aware of their ability to think, reason, and above all-learn.	1
	It is enlightening, invigorating, and interesting. Teaches or helps you to develop.	1
	They can get a better job, and one that pays more.	1
	It is a great opportunity for those forced to discontinue their education in earlier years, and who would be unable to do it in any other way now.	1
	Because I think it can help them in time to come, or in time of need.	1
	Because in order to get a job with a higher salary, the requirement is a high school education.	1

Table XXI continued:

CLASSIFICATION	REASON	NUMBER
Housewives	If employed, better job chances; increased knowledge; meeting others.	1
	Just going back to school, being able to graduate, and receive a high school diploma was an honor for me.	1
	It is an opportunity no one can afford to miss.	1
	You never know when you may need to get a job, for which you will need a high school diploma.	1
	To finish his or her high school education.	1
	In this day and age, all persons will need a high school diploma to have a job and better themselves.	1
	Probably be a better chance to obtain more education which aids in obtaining better jobs.	1
	To boost their ego. That diploma means so much to me.	1
	Enriches your life, enables you to continue your education if you so desire.	1
	I feel that if they want a job this would be very helpful in getting one.	1
	I feel that everyone should have at least a high school education these days.	1
	It is nice to be able to tell your children you have a high school diploma. If you ever want to further your education you will be able to take courses at a college.	1
	TOTAL	31

Table XXI continued:

CLASSIFICATION	REASON	NUMBER
Part-time Workers		
Men	None	
Women	The qualifications for any job, or just for personal accomplishment make it worthwhile.	1
	Because even if you never use your diploma, it gives you a great feeling to know you could (use it) if you wanted to.	1
	It helps a person get ahead in life.	1
	Because their is so much to gain by going, and nothing to lose.	1
	I believe a person gains self-confidence and a chance to prove they can accomplish much. One has a better chance to improve their living standards.	1
	To get that much needed knowledge every adult needs just for everyday living.	1
	For a better job if a person has to support a family.	1
	There are many people like myself that have never had the opportunity to attend high school. These people should, by all means, take advantage of this program while they have the chance to do so.	1
	There are benefits in seeking better employment and satisfaction in completion.	1
	Because every adult needs a high school diploma if they plan on getting a job or being promoted on the job.	1
	It is the chance of a lifetime. I never dreamed I would get the chance.	1
	So that they can get a better job. To give them the satisfaction of completing something they once started. It also gives them a better idea of what is expected of their children (in school).	1
	TOTAL	12

Table XXI continued:

CLASSIFICATION	REASON	NUMBER
Full-time Workers		
Men	No response	5
	Future jobs.	1
	To better themselves all aroudd.	1
	It will better the person in his or her job and help you in everyday life.	1
	You will get a lot better choice of jobs.	1
	Because it refreshes your memory, and a better job if you graduate.	1
	I believe, if for no other reason, I enjoyed going to school because I wanted to learn more.	1
	Whatever is learned cannot be taken away, and someday it may come in handy.	1
	It gives one the incentive to continue studying in your chosen field.	1
	Because if a person wants an education which he or she needs, there is no better way than through your program.	1
	Educational purposes; when applying for a job; and greatest of all, having a diploma from high school.	1
	Without a high school education it is very hard to find a decent job.	1
	You need it to get a good job.	1
	For better job security and better communication with your own family, especially when you have children in high school.	1
	Because I think it is a very good deal, and people should take advantage of it.	1
	It is easier to obtain work and you can obtain better work that pays more.	1

Table XXI continued:

CLASSIFICATION	REASON	NUMBER
Men	You have nothing to lose and so much to gain.	1
	Besides what he learns, it is very important to have a diploma.	1
	So as to have a broader field of knowledge.	1
	Definitely. I would recommend it for anyone, if for nothing else, their own prestige.	1
	Because they would benefit from it.	1
	There is always something to learn and a diploma is a MUST.	1
	Because I think it would be helpful to anyone.	1
	Difficult to advance without it.	1
	I enjoyed it very much and I feel others will, too. It's a great challenge.	1
	To get a diploma.	2
	Most places or employment require a high school diploma.	1
	For a better future and to be able to say you did graduate.	1
	To further his knowledge.	1
	TOTAL	34
Women	No response	2
	Every reason. I cannot think of one reason not to.	1
	Because of personal and financial benefits to be gained.	1
	It is interesting, you learn a lot, and meet people.	1
	Because they will benefit from it in the future in finding employment.	1
	Because I think it's a good deal for what you get out of it. The only real sacrifice is time.	1

Table XXI continued:

CLASSIFICATION	REASON	NUMBER
Women	A high school diploma is a necessity in order to obtain a position above the menial classification.	1
	Because no one person can get too much education. One never knows when it might be essential to them.	1
	It better prepares them, if working becomes a necessity; and the contact with others helps in meeting others on a job.	1
	It is good to continue to learn, and the second chance to complete high school.	1
	It would broaden their view in life, and if they would have to go outside the home to work they would be more qualified for a better position plus higher wages.	1
	For their personal pride.- for a better job.	1
	Because you need a high school education to get anywhere now.	1
	It is a very wonderful opportunity and should be continued.	1
	To me, just to be able to have a diploma.	1
	Because you can use it (education) in many ways and if you want to continue promotions you need a high school education.	1
	Everyone should have a twelfth grade education.	1
	TOTAL	18
Unemployed		
Men	None	
Women	Even if one didn't plan to use the education for a better job, it would give one a great feeling of accomplishment.	--- 1
	TOTAL	1

Table XXI continued:

CLASSIFICATION	REASON	NUMBER
Disabled		
Men	If nothing else to get to meet other people. I think too many of us sit in front of T.V. too much! This is why the world is in such a mess, and we forget our duty to our country.	1
Women	To be able to talk with people better.	1
	TOTAL	2

GRAND TOTAL -- 98

Work Required for Graduation

Eighty-seven percent of the Class of 1969 feel that the amount of work required for graduation was about right. Eight thought it was too little, and five did not respond to the question. Table XXII gives the detail of these responses.

TABLE XXII

AMOUNT OF WORK REQUIRED FOR GRADUATION

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	TOO MUCH	ABOUT RIGHT	TOO LITTLE	NO RESPONSE
Housewives	--	28	1	2
Part-time Workers				
Men	--	-	-	-
Women	-	12	-	1
Full-time Workers				
Men	-	31	3	-
Women	-	14	2	2
Unemployed				
Men	-	-	-	-
Women	-	1	1	-

Table XXII continued:

CLASSIFICATION	TOO MUCH	ABOUT RIGHT	TOO LITTLE	NO RESPONSE
Disabled				
Men	-	-	1	-
Women	-	1	-	-
TOTALS	-	87	8	5

Quality of Instruction

Responding to the question about the quality of instruction received, forty percent rated it excellent, forty-eight percent said very good, five percent - good, one - fair, one - varied, and five didn't respond. Table XXIII details the responses.

When ninety-three percent of the class gives you a good to excellent rating on instruction, I think the teachers are to be commended.

TABLE XXIII

QUALITY OF INSTRUCTION RECEIVED

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	NO RESPONSE	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR	VARIED BY TEACHER
Housewives	2	13	14	2	-	-	-
Part-time Workers							
Men	-	-	-	-	-	-	-
Women	1	10	2	-	-	-	-
Full-time Workers							
Men	-	13	20	2	-	-	-
Women	2	2	11	1	-	-	1
Unemployed							
Men	-	-	-	-	-	-	-
Women	-	-	1	-	1	-	-

Table XXIII continued:

CLASSIFICATION	NO RESPONSE	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR	VAR TE
Disabled							
Men	-	1	-	-	-	-	
Women	-	1	-	-	-	-	
TOTALS	5	40	48	5	1	-	

GRAND TOTAL - 100

Ways To Improve Adult Program:

An opportunity was provided for the respondents to suggest ways to improve the program. Most of the class did not respond to the question, presumably because they either didn't have any suggestions for improving the program, or felt the program didn't need improvement.

Table XXIV gives the comments of those who made them. Not more than sixteen of these were suggestions for improvement, the remainder being somewhat complimentary comments.

TABLE XXIV

WAYS TO IMPROVE THE ADULT PROGRAM

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	WAYS TO IMPROVE	NUMBER
Housewives	No response	23
	I enjoyed the program the way it was.	1
	It couldn't be improved.	1
	Not only should a teacher explain things, but review the material more (mostly in math). This is important (math) for all to remember.	1
	It was satisfactory to me.	1

Table XXIV continued:

CLASSIFICATION		WAYS TO IMPROVE	NUMBER
Housewives		I think the program is well rounded.	1
		More outside speakers on some subjects.	1
		None. I think it is fine the way it is.	1
		No need for improvement, just continue the good Adult High School Program.	1
		TOTAL	31
Part-time Workers			
	Men	None	
	Women	No response	8
		I enjoyed a work assignment and plan for several weeks ahead. This seemed easier to fit in the home schedule.	1
		Less moving pictures and more discussions.	1
		I can't think of any as I had no complaints whatsoever, It was a very rewarding experience, in so many ways, to me.	1
		I think discussion in class and starting at your own level of learning are very important. Some adults have more things on their minds than others, so it is harder to concentrate.	1
		It was great!	1
		TOTAL	13
Full-time Workers			
	Men	No response	17
		None (no way to improve)	4
		I feel the program was adequate as is.	1
		Sufficient as is.	1
		The school is too cold. (Maquoketa)	1
		Possibly a little more flexibility on classroom hours.	1

Table XXIV continued:

CLASSIFICATION	REASON	NUMBER
Men	More blackboard work.	1
	Lecture type of classes.	1
	I really don't think it should be improved. I believe everything is just about right.	1
	I don't see anyway that it could be improved. I think it works out good, according to the people involved.	1
	Continue or increase the use of records (recordings), such as Stan Freeburg on History, or Government, to break the monotony of a draggy subject.	1
	I believe the second class of the week should be held on Thursday, rather than Wednesday, so as to give one additional evening for study.	1
	More class time per week.	1
	Satisfied. Should have agriculture classes.	1
	More oral work in class.	1
	TOTAL	34
Women	No response	11
	I know of no way in which it could be improved.	1
	Have all good teachers.	1
	Films and talks about drugs, polution, and other major problems and their remedies.	1
	It was satisfactory to me.	1
	Please continue. We've heard rumors it will be discontinued.	1
	Can't think of any unless a course in remedial reading was offered for slow readers.	1

Table XXIV continued:

CLASSIFICATION	REASON	NUMBER
Women	Workbooks in every class. We had workbooks in Government and I feel I learned more than in the classes that didn't have workbooks.	1
	TOTAL	18
Unemployed		
Men	None	
Women	No response	1
	More homework. Get a different teacher.	1
	TOTAL	2
Disabled		
Men	More discussion between students, with teacher used as a guide to better understanding. Lectures are fine, but these are adults, not children.	1
Women	No response	1
	TOTAL	2
	GRAND TOTAL - 100	

Most and Least Valuable Subjects:

Tables XXV, XXVI, XXVII, and XXVIII record the responses to the question's dealing with least and most valuable required and elective subjects.

In nearly all cases, most of these adults felt all subjects were helpful, rather than one subject being more or less valuable than another.

Those who did express a choice, did so on the basis of their likes and dislikes, as well as on the subject's practical application to the respondent's occupation. For example, more men found math to be most valuable, probably because they use it in their work.

It perhaps illustrates the need for a variety of offerings in the adult curriculum to fulfill the needs and likes of adult students.

TABLES XXV

MOST VALUABLE REQUIRED SUBJECT

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	SUBJECT		NUMBER
Housewives	No response		21
	All were valuable.		12
	American Government		6
	American History		1
	English		4
	Math		7
		TOTAL	31
Part-time Workers			
Men	None		
Women	No response		2
	All were valuable		3
	American Government		1
	English		3
	Math		3
	Science		1
		TOTAL	13

Table XXV continued:

CLASSIFICATION		SUBJECT	NUMBER
Full-time Workers			
	Men	No response	1
		All were valuable	11
		American Government	2
		English	4
		Math	15
		Science	1
		TOTAL	34
	Women	No response	2
		All were valuable	8
		American Government	2
		American Government and Math	1
		English	2
		Math	3
		TOTAL	18
Unemployed			
	Men	None	
	Women	English and Math	1
		Science	1
		TOTAL	2
Disabled			
	Men	English and Math	1
	Women	English	1
		TOTAL	2

GRAND TOTAL - 100

TABLE XXVI

LEAST VALUABLE REQUIRED SUBJECT

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	SUBJECT	NUMBER
Housewives	No response	3
	All were valuable	16
	American History	9
	Math	1
	Science	2
	TOTAL	31
Part-time Workers		
Men	None	
Women	No response	1
	All were valuable	3
	American Government	1
	American History	4
	Math	2
	Science	2
	TOTAL	13
Full-time Workers		
Men	No response	3
	All were valuable	12
	American History	6
	English	4
	Science	9
	TOTAL	34

Table XXVI continued:

CLASSIFICATION	SUBJECT		NUMBER
Women	No response		2
	All were valuable		8
	American Government		1
	American History		3
	Math		1
	Science		3
		TOTAL	18
Unemployed			
Men	None		
Women	No response		1
	American Government		1
		TOTAL	2
Disabled			
Men	American History		1
Women	None		1
		TOTAL	2

GRAND TOTAL - 100

TABLE XXVII

MOST VALUABLE ELECTIVE SUBJECT

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	SUBJECT	NUMBER
Housewives	No response	4
	All were valuable	14
	Bookkeeping	7
	Home Economics and Typing	1
	Math	1
	Typing	4
	TOTAL	31
Part-time Workers		
Men	None	
Women	No response	1
	All were valuable	5
	Bookkeeping	1
	Sewing and Wood Shop	1
	Typing	3
	Typing and bookkeeping	1
	Wood Shop	1
	TOTAL	13
Full-time Workers		
Men	No response	5
	All were valuable	16
	Advanced Math	1
	Bookkeeping	3

Table XXVII continued:

CLASSIFICATION	SUBJECT	NUMBER
Men	Consumer Economics	1
	I took no electives	1
	Shop	4
	Welding	2
	Welding and Shop	1
	TOTAL	34
Women	No response	4
	All were valuable	6
	Bookkeeping	3
	Psychology	2
	Typing	3
	TOTAL	18
Unemployed		
Men	None	
Women	Bookkeeping	1
	I didn't take any electives	1
	TOTAL	2
Disabled		
Men	Bookkeeping	1
Women	All were valuable	1
	TOTAL	2
	GRAND TOTAL - 100	

TABLE XXVIII

LEAST VALUABLE ELECTIVE SUBJECT
ADULT CLASS OF 1969
BY PRESENT OCCUPATION

CLASSIFICATION	SUBJECT		NUMBER
Housewives	No response		9
	All were valuable		19
	Bookkeeping		1
	Home Economics		1
	Typing		1
		TOTAL	31
Part-time Workers			
Men	None		
Women	No response		4
	All were valuable		7
	Science		1
	Typing		1
		TOTAL	13
Full-time Workers			
Men	No response		8
	All were valuable		20
	Bookkeeping		1
	I took no elective		1
	Typing		4
		TOTAL	34

Table XXVIII continued:

CLASSIFICATION	SUBJECT		NUMBER
Women	No response		6
	All were valuable		7
	Home Economics		1
	Shorthand		2
	Typing		2
		TOTAL	18
Unemployed			
Men	None		
Women	No response		1
	I didn't take an elective		1
		TOTAL	2
Disabled			
Men	No response		1
Women	All were valuable		1
		TOTAL	2
		GRAND TOTAL - 100	

Tuition or Non-Tuition:

Table XXIX reports the number of tuition and non-tuition students in this class of 1969.

Forty-two percent of this class were non-tuition students at some time during their enrollment in this program, though not necessarily for the total enrollment time.

Fifty-eight percent were tuition students all of the time, slightly more than this percentage some of the time.

A student could qualify as a non-tuition student on the basis of physical handicaps, or by meeting certain income guidelines.

TABLE XXIX

TUITION OR NON-TUITION STUDENT
ADULT CLASS OF 1969
BY PRESENT OCCUPATION

CLASSIFICATION	TUITION	NON-TUITION
Housewives	22	9
Part-time Workers		
Men	-	-
Women	5	8
Full-time Workers		
Men	21	13
Women	9	9
Unemployed		
Men	-	-
Women	-	2
Disabled		
Men	-	1
Women	1	-
TOTALS	58	42

GRAND TOTAL - 100

Additional Comments:

The last item on the questionnaire gave the members of the Class of 1969 the opportunity to make any additional comments they so desired. About fifty-six percent of them did not comment. Nearly all of the comments that were made were quite favorable, one or two not so favorable.

TABLE XXX

ADDITIONAL COMMENTS

ADULT CLASS OF 1969

BY PRESENT OCCUPATION

CLASSIFICATION	COMMENTS	NUMBER
Housewives	No response	15
	None	1
	I'm very thankful for this program in our county, and I hope it will continue to help other people, as it has helped me and my husband.	1
	You are never too old to learn.	1
	I may not have shown much improvement since I enrolled in Adult Evening School, but I have the fulfillment of knowing at least I graduated from high school and that has to be some kind of achievement to me. Thank you for your help.	1
	Some students are allowed to get through without doing any work, and with no improvement on final tests. This sort of thing could make adult high school diplomas worthless.	1
	I would be interested in getting a job, but I don't know where I could work. I prefer to wait until my daughter gets through high school.	1
	Keep up the Adult Evening Education classes. Bellevue Community has very good teachers. Thank you for making it possible for me to attend.	1

Table XXX continued:

CLASSIFICATION	COMMENTS	NUMBER
Housewives	I've had a chance to take a job (only $1.10/hr.). I'm hoping that I may get a job at the plant. I had taken a job at the Egg Produce Co. (at $1.60/hr.) but with my homework, taking care of children, and working, I chose to quit my job to get my high school diploma. That is why I'm hoping the next job will pay $1.60/hr. or more.	1
	I seriously believe that all high school dropouts should be considered for this adult program. Everyone, old or young, would benefit from these classes. I enjoyed them and I am sure they improved my outlook on life in general.	1
	More aware of the world about us. I've talked to others and they enjoyed getting out and going to school. Also I appreciated the graduation exercises and reception that was held for the graduates.	1
	I am planning on going into Nurses' Aid work and a high school diploma is one of the first questions that is asked. I, too, have found out that I am more interested in government and history from what I learned in this program.	1
	Why couldn't classes for graduates be held for credit on the college level if enough were interested?	1
	I enjoyed going. The hours were suitable.	1
	I know going to night school was good medicine for me. I enjoyed every minute. The teachers were superb. People were so friendly and I couldn't wait until Monday and Wednesday night. My thanks to Mr. X and Y. I shall cherish my diploma forever.	1
	If I want a job now, I know I can get a better one with a high school education. I feel that this was the best thing I could have done and feel that everyone who hasn't finished high school should go to Adult Night School. This day and age everyone needs this.	1

Table XXX continued:

CLASSIFICATION	COMMENTS	NUMBER
Housewives	If you were to go to college, would they have to accept your diploma on the same basis as one who has just graduated from high schools? Do they hold anything against Adult High School learning?	1
	TOTAL	31
Part-time		
Men	None	
Women	No response	6
	I want everyone to know how grateful I am for the chance to complete my high school. It is something I never would have done without a program of this type. I put a "no" answere on taking additional subjects because at the moment my health will not permit, and also De Witt has a few subjects at night if I should decide to. It would be so much closer.	1
	I feel the Adult Education Program is a very fine program and truly hope others gain as much personal satisfaction out of going as I did. I was extremely grateful that you took in Clinton Co. residents such as myself.	1
	I am thankful to be one of the many people that have had this chance to better themselves through the Adult High School Program. To me it was a dream come true, and I hope many more will have the same chance.	
	I think the Adult School should be more widely publicized.	1
	Enjoyed it very much and will always be grateful for having had this opportunity to receive my high school diploma.	1
	I am in the process of seeking employment in an office. My experience in taking the G.E.D. and other tests have helped me in passing other tests required for employment, and the knowledge I gained has been a great help.	1

Table XXX continued:

CLASSIFICATION	COMMENTS	NUMBER
Women	I was very proud that I completed high school as an example for my kids. I was the first to do it (in my family) all the way.	1
	TOTAL	13
Full-time Workers		
Men	No response	21
	None	4
	The adult program is the best thing that has come my way in a long time. I think a vocational-technical school would be a great thing.	1
	I enjoyed meeting others going to school, Two nights a week, four hours per night was about the right amount. Also had good teachers that made each class interesting.	1
	In completing my high school education I was able to get this propane job. I now have a place in the future and a place to make a permanent home for myself and family. Thank you very much.	1
	An early sign-up and publicity of program gives more time to ascertain if prospective student has credits coming from the army, for instance.	1
	I believe that a certain grade average should be required for graduation.	1
	I think the Adult Evening School is the most wonderful thing that ever could have happened to the high school dropout. No person can ever receive too much education. I just hope I will be able to continue my schooling very soon. I would like to thank Mr. X and the teachers for devoting their time for such a wonderful cause. I wish them continued success in this great program. Thank you all again.	1

Table XXX continued:

CLASSIFICATION	COMMENTS	NUMBER
Men	I feel this program was one of the best available. I enjoyed everyone that worked with the program. It was wonderful.	1
	I had one credit to make up, and that was government.	1
	I am very thankful to all the people who helped in any way to make this schooling available to me.	1
	TOTAL	34
Women	No response	13
	None	1
	I cannot praise the adult education program enough! I work in a restaurant because that is the kind of work that I like, but it is very comforting to know that if, for health or financial reasons I could no longer do this work, I am qualified to seek easier, better paying work.	1
	If I learned anything from completing high school, it was to listen, observe small things, ask questions (no matter how dumb), think for myself and spout off once in a while. I consider that a great accomplishment. I came out of my shell.	1
	It was well worth my time and sleepless nights.	1
	Thank you for my diploma - my family and I are thankful.	1
	TOTAL	18
Unemployed		
Men	None	
Women	No response	2
	TOTAL	2

Table XXX continued:

CLASSIFICATION	COMMENTS	NUMBER
Disabled		
Men	My wife has started a small business and needs a source of information. If there is anyone that you know of who is interested in work and money, send them to us.	1
Women	No response	1
	TOTAL	2

GRAND TOTAL - 100

CHAPTER III

SUMMARY - CONCLUSIONS - RECOMMENDATIONS

Summary

The purpose of this follow-up study, as was stated earlier, is to help evaluate this adult program in terms of what has happened to our graduates. This follow-up study supplements other types of evaluations made while the adult students were in school. These include teacher and student evaluations, as well as pre-post test results.

If the program is accomplishing what it ought to be accomplishing, some of the benefits ought to be apparent in the lives of our graduates.

The results of these evaluations should help to justify the program, or failing to do so, the program should be terminated.

The findings, as reported in Chapter II, leave little doubt as to the value of this program to the graduates as well as to the community as a whole.

This is the third follow-up study of graduates from this adult program, and it is interesting to note that the results of each have been very similar in terms of comments, percentages, etc. I would judge from this that the results are both consistent and valid for graduates of this adult program.

When this class of 1970 has graduated, a total of three hundred ten adults will have completed their high school education via this program during the last four years. While we may be pleased with this fact, it is also sad but true that during this same four-year period more than one hundred thirty regular high school youth have dropped out of school in Jackson County alone. Very few of these, (three to six), have ever been involved in the adult program.

Conclusions:

Upon the basis of the results of this follow-up study, I conclude that:

1. Neither age nor sex need be deterrent factors to any adult wishing to complete their high school education. This class presently ranges in age from 19 to 58.
2. The communities in which these adults live benefit by having better educated adults and better employed or employable adults. The social benefits are immense and impossible to place a value upon.
3. Most of these graduates remained within Jackson County or neighboring counties. They will repay the investment in their adult education many times over by paying more taxes on increased earnings and property.
4. Being the head of household, married, or having children at home need not be deterrent factors to any adult desiring to complete their high school education. This is not to deny the existence of problems which arise because of these conditions, but simply to say that the problems can be resolved.
5. Work or housework need not prohibit adults from completing their high school education, unless the hours of work occur at the same time as class instruction occurs.
6. A significant number of these adult graduates (both men and women) received job changes or promotions between enrollment and within a year of graduation. Others, when they enter the labor market or attempt to obtain job changes or advancements, will increase this number.
7. When promotions or job changes occur, these adults generally receive increases in income.

8. Personal and social benefits such as, personal satisfaction, better understanding, new friends, self-esteem, more knowledge, more confidence, pride, achievement, and improved attitudes are mentioned by a majority of graduates as other benefits of this program. These are as important as job changes or promotions.
9. More than one-fourth (26%) of this class indicated a desire to continue their education beyond high school. This represents a significant number of these graduates desiring more advanced education.
10. Thirty-seven percent of these graduates indicated a desire to study additional high school subjects. This, too, is a significant number of graduates who desire to study additional high school subjects even though they have graduated.
11. All but one of this class would recommend this program to other nongraduates. Their ressons may vary, but it speaks well for the program. The one "no" respondent has experienced some difficulties which we hope will be remediel.
12. The vast majority (87%) of these graduates felt the amount of work required for graduation was about right.
13. Nearly all of these graduates rated the quality of instruction from good to excellent, eighty-eight percent being very good or excellent.
14. While most of the graduates did not respond to the question dealing with ways to improve the program, a few did. Some of the suggestions that were made may be helpful, some may not.
15. Most of these graduates seemed to feel that all required and elective subjects were helpful. Those who made choices did so primarily on the basis of personal likes, dislikes, or because of the practical application the subject had for the student and his/her job.

16. The comments made under "Additional Comments" as well as throughout other parts of the questionnaires reveal the importance of a high school education in the lives of these graduates, not only in terms of job opportunities, but in social, personal, and emotional ways.

Recommendations:

Upon the basis of this and past follow-up studies, as well as upon other evaluationa and experiences with this program, I make the following recommendations:

1. That adults, regardless of age, sex, marital status, family size, race, creed or color, be encouraged to complete their high school education in adult programs of some kind. Every effort needs to be made to recruit more students.
2. That communities and County, state, and federal agencies, support and become involved in programs of this type. The community benefits as well as the student. This should involve not only high school completion programs but basic education and continuing education programs. There is a nation wide need for these.
3. That the Jackson County Adult Program be continued as long as enrollments justify the existence of the program, and/or until it is replaced by another suitable agency such as an area school.
4. That graduates continue to be allowed to take additional high school subjects as long as enrollments permit.
5. That additional means of attracting students who have not graduated be found. These might include some experimenting with baby sitting service, transportation allowances, or payment for attending classes for some students, among other things.

6. That area schools and colleges bring additional educational opportunities to adults by providing college credit courses, vocational and technical courses in the evenings within a reasonable driving distance of these adults. The desire for more training is evident.
7. That schools begin to resolve the present drop-out problems in regular day school by experimenting with individualized programs of study, work-study programs, etc.
8. That a state wide study of the drop-out problem be made not only in terms of numbers, but of real reasons for dropping out and recommendations for solving the problem.

☐ Yes, I want a copy of the results of this follow-up study.

EXHIBIT (FACSIMILE)

Follow-up Questionnaire
Graduates-Class of 1969
Jackson County Adult Evening High School

General Information:

NAME: ______ ______ ______
Last First Middle

PRESENT ADDRESS: ______ ______ ______
RFD BOX STREET

______ ______ ______
CITY STATE ZIP CODE

*Check one classification below which best describes your present status:

Housewife (not working for wages) ______
Part-time worker (regularly work part-time ______
Full-time worker (regularly work full-time ______
Unemployed worker (temporarily out of work) ______
Disabled (cannot work) ______
Other classification not listed above (Please be specific): ______

Present age: ______ in years Sex: ______ M or F

Head of Household: Yes ______ No ______

Marital Status: Single ______ Married ______
Divorced ______ Widowed ______ Separated ______

If married at any time, the number of children in your family: 18 yrs or below ______
19 yrs or above ______
Total children in Family ______

* Example: If you are employed part or full-time and are also a housewife, check part or full-time worker. Housewife, as used here, indicates you do not work for wages at all.

QUESTIONS:

1a. Were you employed at the time you enrolled in the Adult Evening School? Yes ______ NO ______

1b. If yes, was this part or full time work? Part-time ______ Full-time ______

1c. If yes, by whom were you employed? ______

1d. If yes, give type of work or job description of the work. ______

2a. Are you employed at the present time? Yes ______ NO ______

2b. If yes, is this part or full-time work? Part-time ______ Full-time ______

2c. If yes, by whom are you presently employed? ______

2d. If yes, give type of work or job description of the work. ______

3a. Have you had a change in jobs or a promotion on the job since enrolling or graduating from the Adult Evening High School Program? Yes___
No___

3b. If yes, has this change or promotion been a direct or an indirect result of your attending and graduating from the Adult Evening School Program?
Direct result ___
Indirect result ___
Not related to schooling ___

3c. If yes, did your income also increase as a direct or indirect result of your completing the Adult Program? Yes___
No___

4a. Have you benefitted in any other ways, (other than job promotion or change of jobs), by attending and graduating from the Adult High School Program? Yes___
No___

4b. If yes, in what other ways have you benefitted? ____________________

____

____

____

5a. Do you plan to continue your education beyond high school? Yes___
NO___

5b. If yes, what type of training or education do you plan to continue with?

____

____

____

5c. Where (what school) do you plan to attend to obtain this training? ______

____

____

6a. Graduates are now permitted to enroll in the Adult Program, but were not allowed to do so at the time you graduated. Would you be interested in taking additional high school subjects? Yes___
No___

6b. If yes, which subjects would you be most interested in studying? ________

____

7a. Would you recommend that any adult who did not complete his/her high school education do so by attending the Adult High School Program? Yes___
No___

7b. If yes, why? ____

____

7c. If no, why not? ____

____

8. In your opinion the amount of work required for graduation was:

Too much ___
About right ___
Too little ___

9. In your opinion, the quality of instruction you received in the Adult High School Program was:

Excellent ___
Very good ___
Good ___
Fair ___
Poor ___

10. List any ways in which you think the Adult High School Program could be improved for adult students. ___

___

___

___

11. In completing the following statements in 11 and 12 please confine your choices to subjects that you studied in the Adult High School Program. Required subjects were: English 10 & 11, Math, Science, American History, and Government. Electives would be any other subjects. If you do not feel any one subject was most or least helpful - check box in 11c and 12c.

11a. List the one required subject you studied in this program that has been the most valuable (helpful) to you. ___

11b. List the one required subject you studied in this program that has been the least valuable (helpful) to you. ___

11c. I do not feel any one required subject was most or least helpful. ☐
(In other words, all subjects I took were helpful.)

12a. List the one elective subject you studied in this program that has been the most valuable (helpful) to you. ___

12b. List the one elective subject you studied in this program that has been the least valuable (helpful) to you. ___

12c. I do not feel any one elective subject was most or least helpful. ☐
(In other words all subjects I took were helpful.)

13. At the time you were enrolled were you a tuition or a non-tuition student?

Tuition ___
Non-tuition ___

14. If you have any other comments that you would care to make that may not have been covered by the questionnaire, you may make them here.

___

___

___

___

EXHIBIT B - FIRST LETTER - (FACSIMILE)

Jackson County Adult Evening High School Completion Program
607 West Summit Street
Maquoketa, Iowa 52060 Phone: 652-3213

Dear Graduate of 1969:

It has been a little less than a year since you received your high school diploma, earned in the Adult Evening School Program. Even though you have graduated, we are still interested in you and what you are doing.

You can be of great assistance to us if you will complete the enclosed questionnaire and return it to us in the enclosed self-addressed, stamped envelope.

This will help us to evaluate our adult program through the experiences and eyes of our graduates. This is truly the "acid" test or evaluation of our program.

As you are probably aware, the class of 1968 completed and returned a similar questionnaire. A 100% return was achieved. The results of this study were published in a handbook on hearings before the general subcommittee on education of the Committee on Education and Labor. It is hoped that the class of 1969 will also respond 100% and its results similarly published.

You may be assured that the information obtained through this study will be used for program evaluation purposes, and that no names will be used in reporting the results of this study.

We do ask that you answer the questions completely and honestly, so that the study will be as valid as possible. Your participation in this study may well determine not only the continuation of this program, but the establishment of similar programs throughout the country.

Please complete and return the questionnaire now! A delay may mean more and unneccessary expense to our program.

If you would like a copy of the results of this study, please check the box at the top of the questionnaire and a copy will be sent to you as soon as the study is complete.

I thank you in advance for your prompt return of this completed questionnaire and I hope this letter finds you in the best of health and circumstance.

Sincerely yours,

James R. Gran, Administrator

JRG:rp
Enclosures:
  1-self-addressed stamped envelope
  1-questionnaire

P.S. Someday we would also like to do a 3 or 5 year follow-up study of our graduates, so if you should have a change of address at some future date, we would appreciate your notifying us of any change in name or address.

EXHIBIT C

SECOND LETTER
(Facsimile)

JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM
607 West Summit Street
Maquoketa, Iowa 52060 Phone: 652-3213

March 5, 1970

Dear Graduate of 1969:

We have not received, as yet, the questionnaire which was mailed to you about two weeks ago, and we miss and need your response.

We know that you want this study to be as meaningful and accurate as possible. You can help us reach this goal by sending us your completed questionnaire as soon as possible.

In case you have inadvertently misplaced or lost the first questionnaire, we are enclosing another one along with a self-addressed stamped return envelope.

Your participation in this study is most important since many of the decisions affecting this porgram as well as others will be based upon the results of this study.

So wont you please take a few minutes of your time to complete and return this questionnaire? Thank you for helping us make this study complete.

Sincerely,

James R. Gran
Administrator

JRG:rcp

EXHIBIT D

THIRD LETTER
(Facsimile)

JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM
607 West Summit Street
Maquoketa, Iowa 52060 Phone: 652-3213

March 19, 1970

Dear Graduate of 1969:

Of the 100 adults who graduated with the class of 1969, all have returned their completed questionnaires except you.

Wont you please make the study 100% successful by completing the questionnaire now and returning it today?

Another form and return envelope is enclosed for your convenience.

Thank you for participating in this study and insuring our 100% return.

Sincerely,

James R. Gran
Administrator

JRG:rcp

Enclosures:
- 1-self-addressed stamped envelope
- 1-questionnaire

ERIC Clearinghouse
APR 6 1970
on Adult Education